

DOCUMENT RESUME

ED 388 372

JC 950 559

AUTHOR Camacho, Julian S.
TITLE Compton Community College Information Notebook, Fall 1995.
INSTITUTION Compton Community Coll., CA. Office of Institutional Research and Management Information Systems.
PUB DATE Nov 95
NOTE 105p.
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Asian Americans; Blacks; Community Colleges; Enrollment; *Enrollment Trends; Hispanic Americans; *Institutional Characteristics; *Minority Groups; *School Demography; School Statistics; Statistical Data; Two Year Colleges; *Two Year College Students

IDENTIFIERS *Compton Community College CA

ABSTRACT

This notebook serves the purpose of informing the Compton Community College District about the student body population, faculty and classified employees in reference to gender, race/ethnicity and age. Findings from an analysis of the period from fall 1991 to fall 1995 included the following: (1) over the period, the enrollment of Black students has decreased by 500 from 3,000 in 1991, while the number of Latino students has remained constant at 2,000; (2) in fall 1995, 23% of the students were between 30 and 39 years of age, 17% were between 22 and 25, and 16% were between 19 and 21; (3) from 1991-95, 65% of the students have been attending part-time, while 75% have been attending day classes; (4) the percentage of female students has increased from 58% to 65% over the period; (5) the number of students receiving financial aid in fall 1995 was 1,378, representing 29% of the student body; (6) in 1995, there were 75 full-time and 123 part-time instructors, while 53% of all instructors were Black, 27% were White, 9% were Latinos, and 8% were Asians; and (7) in 1995, there were 107 full-time and 13 part-time classified employees, while 70% of all classified employees were Black, 14% were Latinos, 9% were White, and 4% were Asian. Data tables and 1990 United States Census data for the cities of Compton, Lynwood, Paramount, and Carson are included. (TGI)

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Compton Community College Information Notebook

Fall 1995

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Prepared by the
Office of Institutional Research and Management Information Systems
November 1995

Julián S. Camacho,
Director of Institutional Research

JC 950 559

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Introduction

This is the 2nd annual Compton Community College Information Notebook. The notebook serves the purpose of informing the Compton Community College District about the student body population, faculty and classified employees in reference to gender, race/ethnicity and age.

Data analysis on the student body population is based on gender, race/ethnicity, age, full/part-time, credit/non-credit, enrollment status, educational level, and educational objectives. Further analysis of students based on race/ethnicity is completed using the same elements mentioned previously. Data analysis based on race/ethnicity of the student body population is vital in understanding who is attending by gender and what they are taking.

The notebook covers five academic years, starting from 1991 to the present. Moreover, an executive summary summarizes the major changes within the last five years.

Lastly, I want to thank Sharon Gross for all her assistance in compiling the different data variables.

Executive Summary

Race/Ethnicity:

In 1995, there are 500 less Black students than in 1991(3,000), whereas Latinos have remained constant at 2,000 over the five year period.

Age:

Over a five year period, the majority of students are within 19 and 26 years of age.

Full/Part-Time:

Sixty-five percent of the students have been part-time over five years.

Day/Evening:

Seventy-five percent have been day students over five years.

Gender:

Male students have decreased from 42% to 35% and women have increased from 58% to 65% over the last five years. Black males for fall 1995 accounted for 757 and Latinos at 825. Among females, Black females accounted for 1754 and Latinas at 1239.

Education Objective:

Over a five year period, from 18% to 30% of the students indicated that they wanted to obtain a B.A. degree after completing a 2 year degree. Followed, by those interested in obtaining a B.A. degree without the 2 year degree, updating their skills and preparing for a new career followed.

Vocational certificates over five years only amounted to 8% at its highest peak and 2% at its lowest.

Student Level:

Over five years, students have been freshmen, ranging from 55% to 77%.

Enrollment Status:

Within the five year period, ranging from 44% to 68% of the students have been continuing.

City of Compton **Census 1990 Information**

Total Population 90454

Sex

male	44315
female	46135

Race

White	9566
Black	49806
Amer Ind	485
Asian	1628
Other Race	28969

Persons of Latino Origin
38316

Per Capita Income By Race In 1989

White	\$6,065
Black	\$9,881
Amer Ind	\$7,329
Asian	\$5,246
Other Race	\$5,079
Latino	\$5,097

Poverty Status By Race In 1989

	At or Above Poverty	Below Pover
White	6234	3214
Black	37971	10887
Amer Ind	399	86
Asian	1038	585
Other Race	18855	9688
Latino	24868	12930
Total	64497	24460

*Do not count Latinos in total because counted in Other)
Latinos also includes Blacks

Household and Family Income in 1989

	Household	Families
Median	\$24,971	\$25,699
Mean	\$31,018	\$31,762

Tenure By Race of Householder

	Total	Owner	Renter
White	2006	1100	906
Black	14832	9400	5432
Amer Ind	95	54	41
Asian	253	134	119
Other Race	5137	2043	3094
Latino	6712	2816	3896

Occupation (16 Years & Older)

Managerial & Professional:		
Executive, Administrative & Managerial	1727	
Professional Specialty	2271	
Technical, Sales & Administrative Support:		
Technicians & Related Support	680	
Sales	1787	
Administrative Support, Including Clerical	5520	
Service Occupations:		
Private Household	292	
Protective Service	759	
Service, Except Protective & Households	3804	
Farming, Forestry, & Fishing Occupations	581	
Precision Production, Craft, & Repair Occupations	4070	
Operators, Fabricators, & Laborers:		
Machine Operators, Assemblers, & Inspectors	5115	
Transportation & Material Moving	1938	
Handlers, Equipment Cleaners, Helpers and Laborers	1903	

Educational Attainment By Race And Latino Origin

	Persons 18 Yrs & Older		Persons 25 Years & Over						
	Total		Total	White	Black	Amer Ind	Asian	Other	Latino Origin
Elementary	13471		11609	2172	2438	66	169	6764	8952
High School:									
No Diploma	15059		10696	1082	6543	80	120	2871	3713
High School Diploma	12923		9724	692	7639	53	155	1185	1742
Some College	9324		7683	283	6757	16	107	520	714
Associate Degree	3514		3206	139	2859	10	38	160	242
Bachelors Degree	2094		1952	133	1623	6	37	153	203
Graduate or Professional Degree	901		864	58	733	9	23	41	57

Industry (16 Years & Older)

Agriculture, Forestry, & Fisheries	515
Mining	33
Construction	1478
Manufacturing, Non-durable Goods	3012
Manufacturing, Durable-Goods	5952
Transportation	2524
Communications & Other Public Utilities	648
Wholesale Trade	1214
Retail Trade	3669
Finance, Insurance, & Real Estate	941
Business & Repair Services	1870
Personal Services	1038
Entertainment & Recreation Services	359
Professional & Related Services:	
Health Services	2457
Educational Services	2420
Other Professional & Related Service	1096
Public Administration	1221

Occupation (16 Years & Older)

Managerial & Professional:	
Executive, Administrative & Managerial	1246
Professional Specialty	1201
Technical, Sales & Administrative Support:	
Technicians & Related Support	416
Sales	1534
Administrative Support, Including Clerical	3296
Service Occupations:	
Private Household	166
Protective Service	258
Service, Except Protective & Households	2235
Farming, Forestry, & Fishing Occupations	303
Precision Production, Craft, & Repair Occupations	3606
Operators, Fabricators, & Laborers:	
Machine Operators, Assemblers, & Inspectors	4736
Transportation & Material Moving	1234
Handlers, Equipment Cleaners, Helpers and Laborers	1818

Educational Attainment By Race And Latino Origin

	Persons 18 Years & Older	Persons 25 Years & Over						
	Total	Total	White	Black	Amer Ind	Asian	Other	Latino Origin
Elementary	12227	10689	2854	626	19	190	7000	9503
High School:								
No Diploma	10031	7033	2195	1709	4	84	3041	4520
High School Diploma	8726	5981	1857	2221	54	196	1653	2439
Some College	4824	3735	788	2043	0	79	825	1249
Associate Degree	1711	1384	290	778	0	38	278	460
Bachelors Degree	826	707	160	322	6	125	94	186
Graduate or Professional Degree	491		136	175	0	29	126	232

Industry (16 Years & Older)

Agriculture, Forestry, & Fisheries	273
Mining	56
Construction	1682
Manufacturing, Non-durable Goods	2847
Manufacturing, Durable-Goods	4924
Transportation	1212
Communications & Other Public Utilities	365
Wholesale Trade	1175
Retail Trade	3101
Finance, Insurance, & Real Estate	702
Business & Repair Services	1383
Personal Services	672
Entertainment & Recreation Services	251
Professional & Related Services:	
Health Services	1386
Educational Services	965
Other Professional & Related Services	511
Public Administration	544

City of Lynwood

Census 1990 Information

Total Population		Per Capita Income By Race In 1989		Poverty Status By Race In 1989		
				At or Above Poverty		Below Pover
Sex		White	\$7,543			
	male	Black	\$10,006	White	11816	2527
	female	Amer Ind	\$5,553	Black	11476	2932
Race		Asian	\$7,439	Amer Ind	57	112
		Other Race	\$5,815	Asian	1155	245
	White			Other Race	23055	7475
	Black	Latino	\$6,049	Latino	32985	9636
	Amer Ind			Total	47559	13291
	Asian			*Do not count Latinos in total because counted in Other)		
	Other Race			Latinos also includes Blacks		
Persons of Latino Origin						
43045						

Household and Family Income in 1989

	Household	Families
Median	\$25,961	\$26,439
Mean	\$30,685	\$31,342

Tenure By Race of Householder

	Total	Owner	Renter
White	3918	2184	1734
Black	4217	2135	2082
Amer Ind	64	22	42
Asian	287	101	186
Other Race	5672	2378	3294
Latino	8131	3459	4672

City of Paramount
Census 1990 Information

Total Population 47669

Sex

male	23977
female	23692

Race

White	22904
Black	5028
Amer Ind	491
Asian	2794
Other Race	16452

Persons of Latino Origin
28621

Per Capita Income By Race In 1989

White	\$10,697
Black	\$10,428
Amer Ind	\$11,244
Asian	\$10,813
Other Race	\$7,071

Latino \$7,225

Poverty Status By Race In 1989

At or Above Poverty Below Pover

White	19355	3210
Black	3666	1263
Amer Ind	397	86
Asian	2457	311
Other Race	12873	3409

Latino 22851 5474

Total 38748 8279

*Do not count Latinos in total because counted in Other)
Latinos also includes Blacks

Household and Family Income in 1989

	Household	Families
Median	\$29,015	\$30,540
Mean	\$34,282	\$35,577

Tenure By Race of Householder

	Total	Owner	Renter
White	7438	3800	3638
Black	1627	217	1410
Amer Ind	139	41	98
Asian	653	321	332
Other Race	3136	1124	2012
Latino	5740	2102	3638

Occupation (16 Years & Older)

Managerial & Professional:

Executive, Administrative & Managerial
Professional Specialty

Technical, Sales & Administrative Support:

Technicians & Related Support
Sales
Administrative Support, Including Clerical

Service Occupations:

Private Household
Protective Service
Service, Except Protective & Households

Farming, Forestry, & Fishing Occupations

Precision Production, Craft, & Repair Occupations

Operators, Fabricators, & Laborers:

Machine Operators, Assemblers, & Inspectors
Transportation & Material Moving
Handlers, Equipment Cleaners, Helpers and Laborers

Educational Attainment By Race And Latino Origin

Industry (16 Years & Older)

Agriculture, Forestry, & Fisheries

1294 Mining 69

1137 Construction 1336

Manufacturing, Non-durable Goods 1940

579 Manufacturing, Durable-Goods 4256

1847 Transportation 1160

3551 Communications & Other Public Utilities 289

Wholesale Trade 1342

31 Retail Trade 3332

191 Finance, Insurance, & Real Estate 795

2097 Business & Repair Services 1014

183 Personal Services 439

2942 Entertainment & Recreation Services 186

Professional & Related Services:

3573 Health Services 1288

1128 Educational Services 883

1067 Other Professional & Related Services 628

Public Administration 474

Persons 18 Years & Older

Persons 25 Years & Over

	Total	Total	White	Black	Amer Ind	Asian	Other	Latino Origin
Elementary	7653	6653	2927	114	22	166	3424	5671
High School:								
No Diploma	7952	5541	3398	334	75	169	1565	2967
High School Diploma	7660	5834	3581	983	81	271	918	1805
Some College	4451	3512	1955	574	38	227	718	1212
Associate Degree	1420	1204	644	252	26	127	155	327
Bachelors Degree	1377	1168	562	166	7	363	70	243
Graduate or Professional Degree	554	526	318	11	0	122	75	157

City of Carson

Census 1990 Information

Total Population		83995	Per Capita Income By Race In 1989		Poverty Status By Race In 1989		
					At or Above Poverty		Below Pover
Sex			White	\$14,907			
	male	41198	Black	\$15,735	White	26755	2096
	female	42797	Amer Ind	\$14,550	Black	20661	1194
Race			Asian	\$12,458	Amer Ind	427	32
			Other Race	\$9,272	Asian	19815	1122
	White	29161 <th></th> <th></th> <th>Other Race</th> <td>9892</td> <td>1346</td>			Other Race	9892	1346
	Black	22033 <th>Latino</th> <th>\$9,766</th> <th></th> <th></th> <th></th>	Latino	\$9,766			
	Amer Ind	459 <th></th> <th></th> <th>Latino</th> <td>20551</td> <td>2337</td>			Latino	20551	2337
	Asian	21007 <th></th> <th></th> <th></th> <th></th> <th></th>					
	Other Race	11335 <th></th> <th></th> <th>Total</th> <td>77550</td> <td>5790</td>			Total	77550	5790
	Persons of Latino Origin	23027			*Do not count Latinos in total because counted in Other)		
				Latinos also includes Blacks			

Household and Family Income in 1989

	Household	Families
Median	\$43,882	\$47,387
Mean	\$48,490	\$51,193

Tenure By Race of Householder

	Total	Owner	Renter
White	10023	8044	1979
Black	6482	5337	1145
Amer Ind	126	103	23
Asian	4690	3574	1116
Other Race	2487	1749	738
Latino	5108	3690	1418

Occupation (16 Years & Older)

Managerial & Professional:	
Executive, Administrative & Managerial	
Professional Specialty	
Technical, Sales & Administrative Support:	
Technicians & Related Support	
Sales	
Administrative Support, Including Clerical	
Service Occupations:	
Private Household	
Protective Service	
Service, Except Protective & Households	
Farming, Forestry, & Fishing Occupations	
Precision Production, Craft, & Repair Occupations	
Operators, Fabricators, & Laborers:	
Machine Operators, Assemblers, & Inspectors	
Transportation & Material Moving	
Handlers, Equipment Cleaners, Helpers and Laborers	

Educational Attainment By Race And Latino Origin

	Persons 18 Years & Older		Persons 25 Years & Over						
	Total		Total	White	Black	Amer Ind	Asian	Other	Latino Origin
Elementary	6987		6596	2637	436	7	1350	2166	3838
High School:									
No Diploma	10541		8163	4192	1423	67	1098	1383	2956
High School Diploma	15272		12565	5860	2761	112	2728	1104	2533
Some College	14019		10960	3928	4035	52	2347	598	1396
Associate Degree	5033		4448	1273	1613	28	1306	228	572
Bachelors Degree	7127		6776	1353	2063	7	3268	85	341
Graduate or Professional Degree	2031		2011	530	920	9	520	32	132

Industry (16 Years & Older)

Agriculture, Forestry, & Fisheries	582
4175 Mining	111
4508 Construction	1546
Manufacturing, Non-durable Goods	2291
1728 Manufacturing, Durable-Goods	8890
3535 Transportation	3131
9399 Communications & Other Public Utilities	1036
Wholesale Trade	2050
202 Retail Trade	5491
728 Finance, Insurance, & Real Estate	2200
3597 Business & Repair Services	2000
619 Personal Services	1102
5573 Entertainment & Recreation Services	578
Professional & Related Services:	
Health Services	3762
Educational Services	2551
Other Professional & Related Services	1945
Public Administration	1801

Fall Semester

Credit	5492	5718	4625	4957	4725	97%	98%	100%	98%	99%
Non-Credit	191	131	0	102	64	3%	2%	0%	2%	1%
						5683	5849	4625	5059	4789

Ethnicity

A. Indian	19	16	9	16	10	0%	0%	0%	0%	0%
Black	3021	3293	2688	2813	2504	55%	58%	58%	61%	52%
Asian	93	116	82	89	74	2%	2%	2%	2%	2%
Latino	2136	2026	1694	1909	2062	39%	35%	37%	41%	43%
Filipino	38	36	34	31	33	1%	1%	1%	1%	1%
White	157	196	94	163	73	3%	3%	2%	4%	2%
DTS	28	35	24	38	33	1%	1%	1%	1%	1%
						5492	5718	4625	5059	4789

Age

Und 18	34	114	110	367	437	1%	2%	2%	7%	9%
18	72	166	185	274	289	1%	3%	4%	5%	6%
19-21	790	979	824	924	784	14%	17%	18%	18%	16%
22-25	1303	1257	842	959	810	24%	22%	18%	19%	17%
26-29	876	828	559	585	599	16%	14%	12%	12%	13%
30-39	1382	1382	1004	1100	1108	25%	24%	22%	22%	23%
40-80	1031	938	554	791	729	19%	16%	12%	16%	15%
Unknown/DTS	4	54	547	59	33	0%	1%	12%	1%	1%
						5492	5718	4625	5059	4789

Full/Part-time

.5	44	3	6	3	9	1%	0%	0%	0%	0%
1-6	2559	2631	1860	2193	1973	47%	46%	40%	44%	41%
7-11	1169	1403	1114	1101	1123	21%	25%	24%	22%	23%
12-15	1274	1251	1306	1296	1226	23%	22%	28%	26%	26%
+16	433	402	339	366	285	8%	7%	7%	7%	6%
Undefined	13	28	0	0	0	0%	0%	0%	0%	0%
						5492	5718	4625	4959	4789

Day/Evening

Day	4104	4213	3537	3852	3624	75%	74%	76%	76%	76%
Evening	1241	1424	1088	1207	1165	23%	25%	24%	24%	24%
Both	147	81	0	0	0	3%	1%	0%	0%	0%
						5492	5718	4625	5059	4789

Gender

Male	2329	2298	1785	1872	1677	42%	40%	39%	37%	35%
Female	3163	3420	2840	3187	3112	58%	60%	61%	63%	65%
						5492	5718	4625	5059	4789

Educational Objective

A	1449	1673	1384	1105	857	26%	29%	30%	22%	18%
B	395	357	353	264	1029	7%	6%	8%	5%	21%
C	414	454	354	295	238	8%	8%	8%	6%	5%

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D	98	113	111	85	259	2%	2%	2%	2%	5%
E	293	258	342	400	79	5%	5%	7%	8%	2%
F	835	639	392	387	412	15%	11%	8%	8%	9%
G	784	884	505	426	359	14%	15%	11%	8%	7%
H	172	195	162	134	492	3%	3%	4%	3%	10%
I	96	151	150	121	128	2%	3%	3%	2%	3%
J	226	177	319	299	119	4%	3%	7%	6%	2%
K	415	373	326	241	286	8%	7%	7%	5%	6%
L	278	275	138	126	250	5%	5%	3%	2%	5%
M	26	153	83	136	172	0%	3%	2%	3%	4%
X	11	16	6	20	118	0%	0%	0%	0%	2%
Unknown				1020					20%	
					5492	5718	4625	5059	4789	

Student Level

H.S.	479	352	136	279	400	9%	6%	3%	6%	8%
Freshman	3885	4382	2613	2977	2614	71%	77%	56%	59%	55%
Sophomore	604	517	948	291	227	11%	9%	20%	6%	5%
60 units	285	245	611	115	113	5%	4%	13%	2%	2%
Associate	151	149	266	77	73	3%	3%	6%	2%	2%
Bach. Deg.	83	61	36	17	12	2%	1%	1%	0%	0%
Unknown	5	12	15	1303	1350	0%	0%	0%	26%	28%
					5492	5718	4625	5059	4789	

Enrollment Status

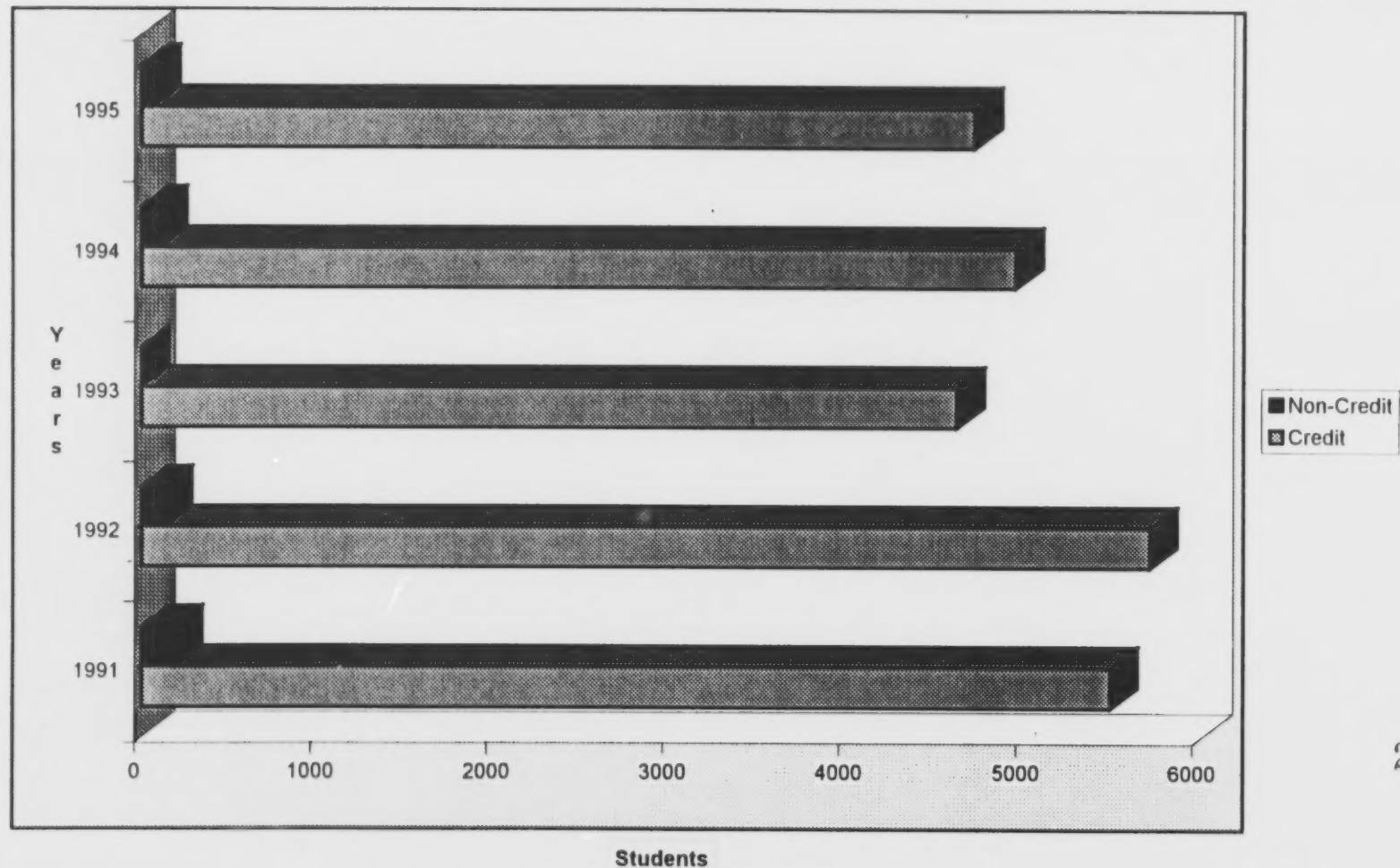
1st Time	1096	1074	715	342	254	20%	19%	15%	7%	5%
1st Time Tran.	523	537	358	139	77	10%	9%	8%	3%	2%
Ret. Tran.	104	84	31	16	13	2%	1%	1%	0%	0%
Returning	896	370	225	188	131	16%	6%	5%	4%	3%
Continuing	2394	3262	2306	3337	3264	44%	57%	50%	66%	68%
Unknown	479	391	990	1037	1050	9%	7%	21%	20%	22%
					5492	5718	4625	5059	4789	

**Credit/Non-Credit
Fall 1991-1995**

The vast majority of the students at Compton Community College take courses that are credit valued. From 1991-1995, the percentage of credit students has been at 97%, 98%, 100%, 98% and 99%.

source: **Management Information Systems, 1995, Compton College.**

Credit/Non-Credit
Fall 1991-1995



Race/Ethnicity Fall 1991-1995

Compton Community College from 1991 to the present has had two predominant racial/ethnic groups on campus, Blacks and Latinos. The largest of the two are Black students who had exponential growth from 1991 to 1994, percentage-wise. In 1991, Compton College's Black population was 55% and increased to 61%, though in terms of actual numbers, 1992 had the highest number of Black students with 3293. Moreover, though 1994 had the highest percentage, in comparison to 1992, there are almost 500 less Black students.

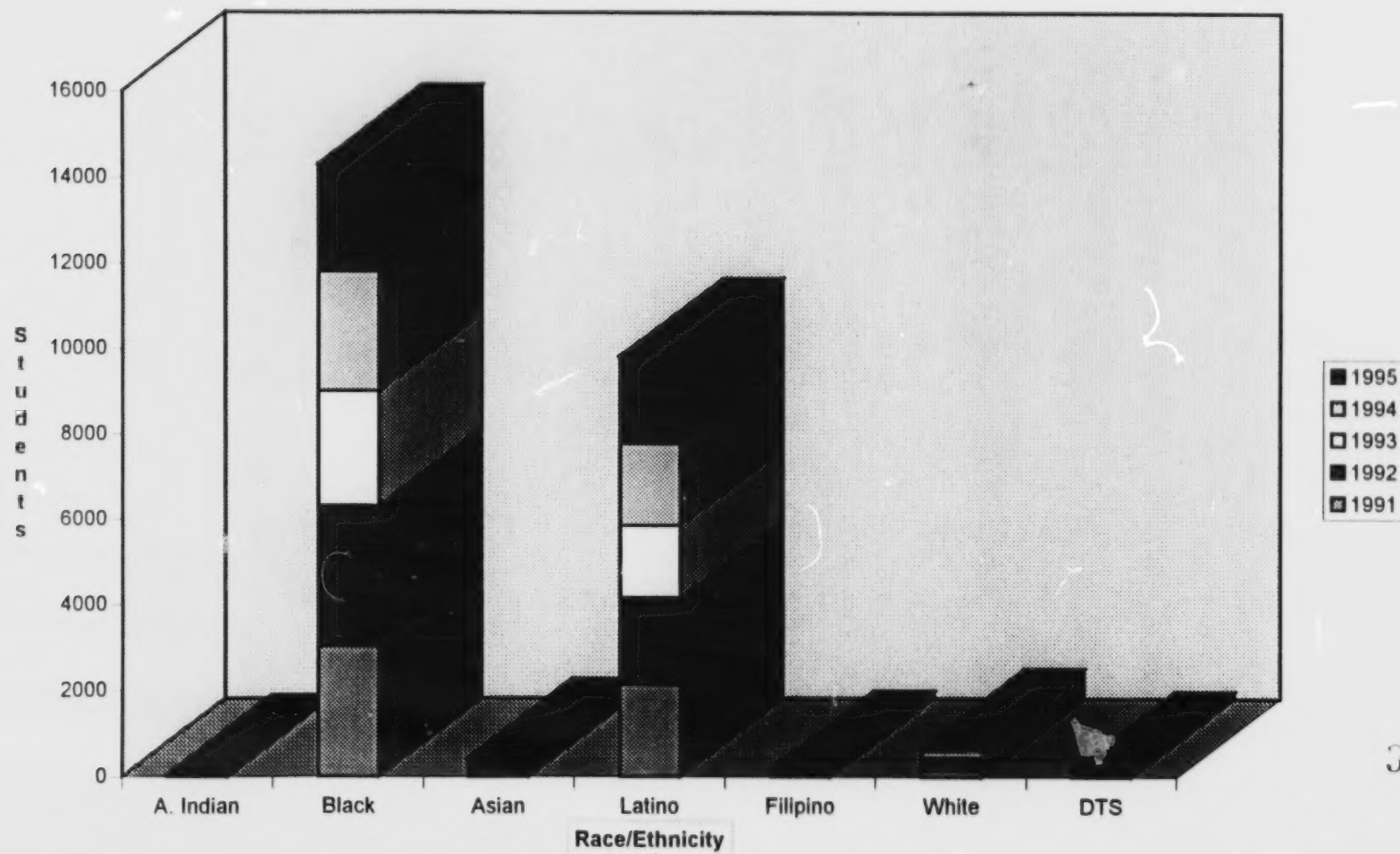
The current academic year is more impacting on Black students when comparing over five years. As noted previously, in 1992, there were 3293 Black students. As of October of 1995, there were 2504 Black students, or close to 800 less students than in 1992, the peak year. Moreover, from 1994, there has been a loss of almost 300 Black students or a 9% reduction to 52% for total Black students.

Latinos on the otherhand, has 1995 as its highest year percentage-wise at 43%, however in actual numbers, its highest year was 1991 with 2136 (See Table and Graphs On Demographics). Latinos, numbers-wise had a decline in student enrollment from 1991-1993, almost by 600 students in 1991 to 1993. There had been an adequate increase from 1993-1994 of 200 hundred Latino students, but have almost reached parity as of this semester in comparison to 1991(see table).

The other racial/ethnic groups range from 1% to 2%, primarily Whites and Asians. The loss of White students is more impacting when comparing to last year. In fall 1994, there were 163 Anglo students, the reduction to the present has been by more than 50%, a loss of 90 students. The retention rate was not positive for either Black or White students, whereas, Latinos had modest growth.

source: **Management Information Systems, 1995, Compton College.**

Student Race/Ethnicity Fall 1991-1995



Age Fall 1991-1995

The majority of the student's age at Compton Community College are concentrated mostly among people in their mid twenties, though the graph does not represent that variable because there are three age groups for those in their twenties.

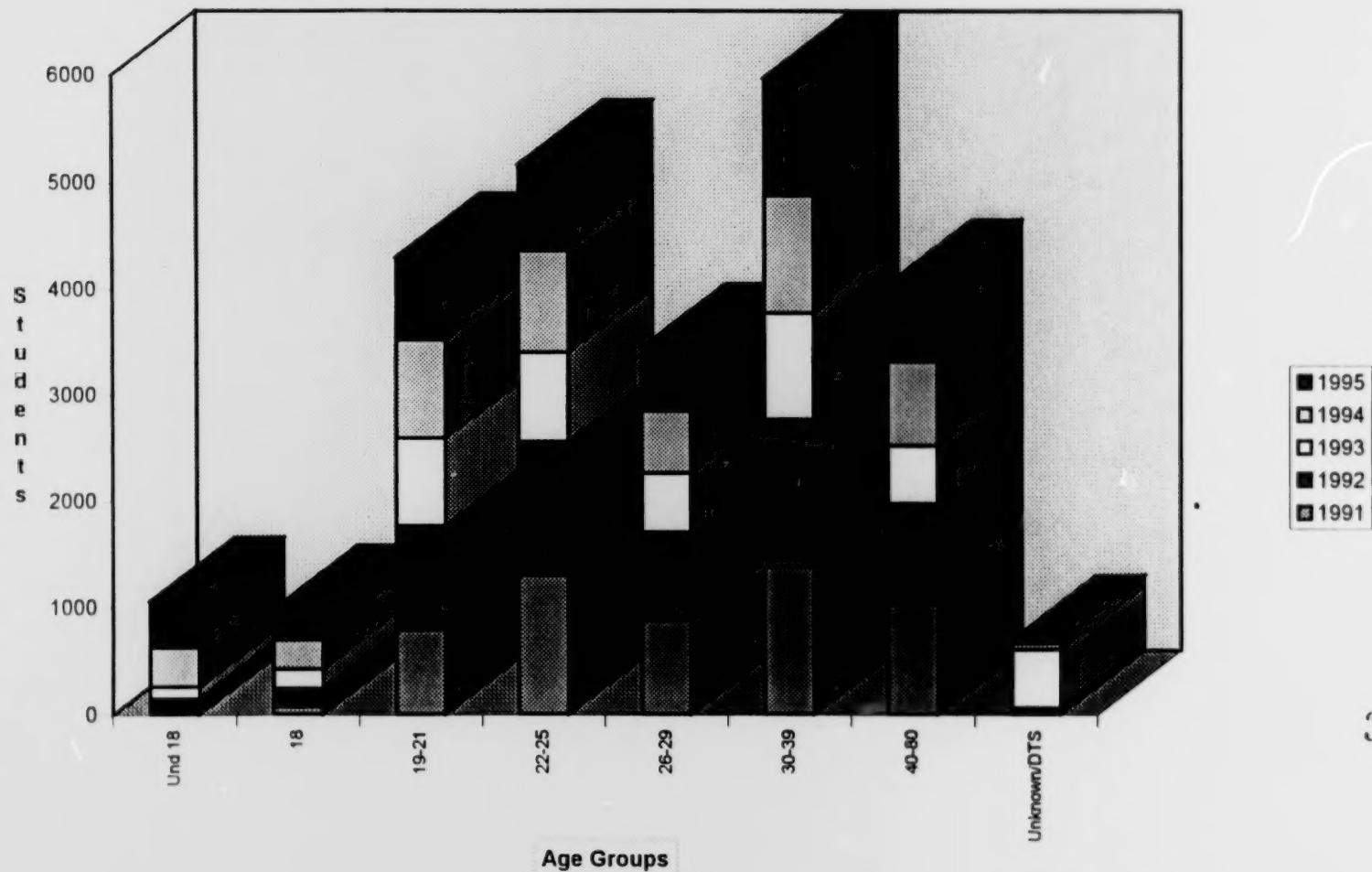
According to the current setup at Compton Community College, in the last four years, there had been a minor increase for those students in the ages 19-21, and declines for the age groups 22-25, 26-29, and 30-39. **In the current semester, Compton College has experienced a reduction of 140/2% of students within the 19-21 age group and 149/2% in the 22-25 age group category. This shows were the loss of 300 students has occurred from last fall to the present. The 26-29 age group experienced a 1% growth from 12% to 13%/14 students.**

Within the age groups assembled, the three largest age groups are 19-21, 22-25 and 30-39, 784, 810 and 1108 respectively for 1995 and have been since 1991, except for 1991 when those in the 26-29 were at 876 students. **Most impacted in five years have been, age groups 22-25 and 26-29. There has been a reduction of 200 students in category 26-29 minimally and 493 in the 22-25 age group.**

Apart from students in their mid-twenties, the second largest age group are those from 30-39. From 1991, this group has been declining, similar to those in the twenties, nonetheless.

source: **Management Information Systems, 1995, Compton College.**

Student Age Fall 1991-1995



Full/Part-Time Fall 1991-1995

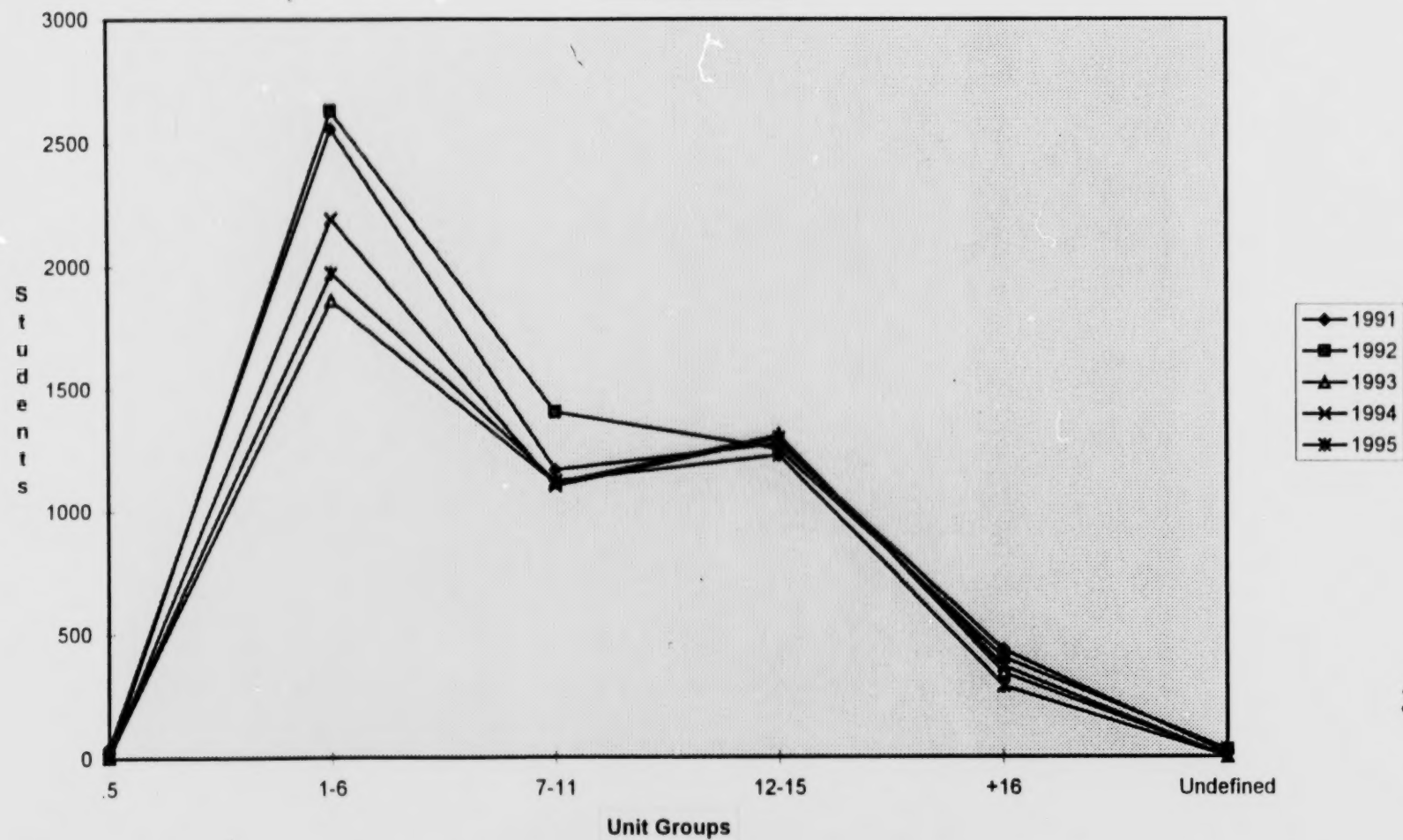
Sixty-four percent of the students enrolled at Compton Community College are taking 11 units or under. The largest category of part-time students fall within the 1-6 units category at 41%, followed by 7-11 units at 23% for fall 1995. Since 1991, this has been the dominant pattern, however in 1991 and 1992 the percentage of part-time students was larger due to the fact that there were more students overall.

Students taking 12 units or more have decreased by 70 students, to 1226 from 1296 in fall 1994, though percentage wise, both years remain constant at 26%. Students taking 16 units or more have also decreased numerically by 81 from 366 to 285. Once again, 1991 and 1992, had greater amounts of students in comparison to 1993, 1994 and 1995.

The loss of full time students in both categories is much more impacting on the college than those part time students. Due to the fact, that the more units students take, the more hours of instruction are given, thus increasing weekly student contact hours which are eventually accumulated and used for the apportionment report.

source: Management Information Systems, 1995, Compton College

Full/Part-Time
Fall 1991-1995



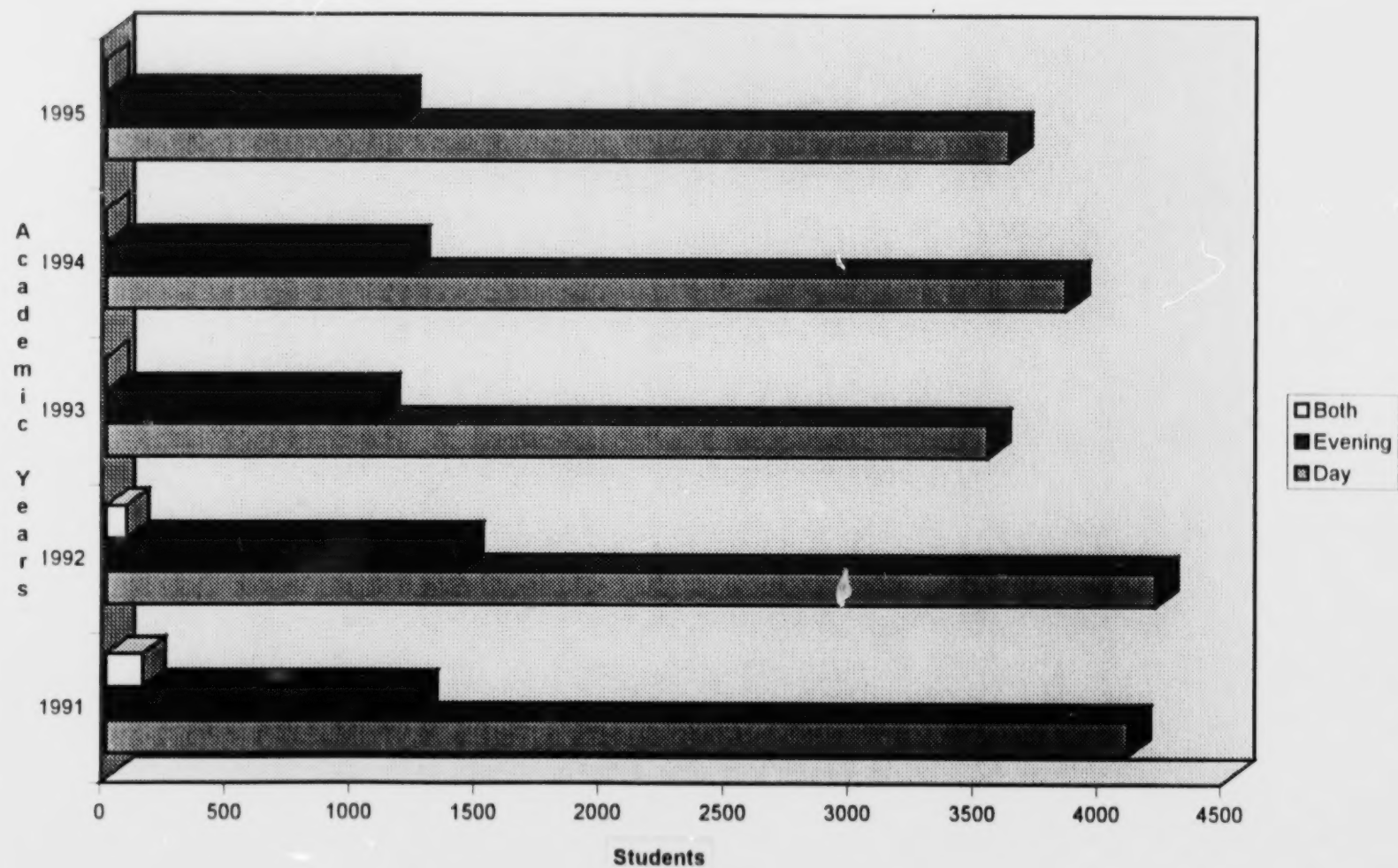
Day/Evening Comparison Fall 1991-1995

The majority of the students at Compton Community College are day versus evening students. From 1991, day students have comprised 76% of the total student population in comparison to 24% for evening students.

Occasionally in 1991 and 1992, there was a combination of day and evening students, however this is not the norm.

source: **Management Information Systems, 1995, Compton College.**

Day/Evening Students Fall 1991-1995



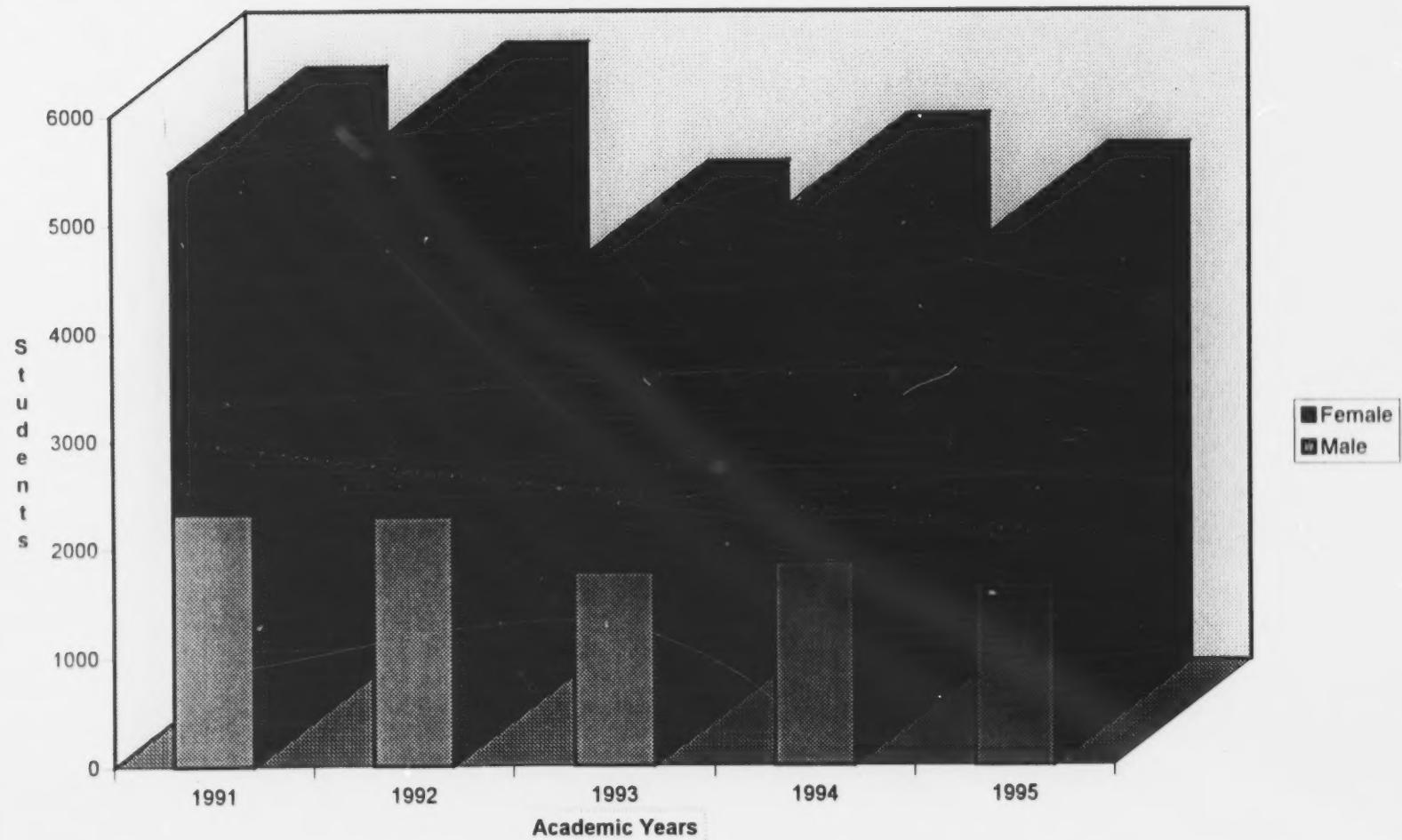
Gender Fall 1991-1995

Compton Community College from 1991 to the present has and is female majority. From 1991, females have increased exponentially from 58% to 65%, while males have decreased exponentially from 42% to 35%.

The decrease in male students is alarming because from 1991, the loss in actual numbers is that of 700, whereas women have remained constant over five years.

source: **Management Information Systems, 1995, Compton College.**

**Student Gender
Fall 1991-1995**



Educational Objective Fall 1991-1995

Until last fall, the majority of the students that came to Compton Community College were here for the purpose of obtaining a BA degree after completing a 2-year degree. This category from 1991 had the largest percentage when referring to educational objectives, ranging from 26%, 29%, and 30%. For 1994, the percentage stood at 22%—however the Records Office has not completed updating all the student files and thus, there exist 20% of students unaccounted for—.

For the current semester, there is one noticeable difference, 21% of the students indicated that they wanted to obtain their BA degree without a 2 year degree, followed by those who want their BA degree, only after completing a 2 year degree at 18%. This difference is important to understand, especially when comparing to total number of graduates. The total number of graduates will have to be redefined, because many students will probably transfer right before completing their AA degree. If one adds that category to the total number of graduates, the number of students moving on would not doubt double, thus demonstrating that Compton College is succeeding in preparing students for the upper division level.

The other educational objectives that students come to Compton College for are:

- *Discover/formulate career interest, plans/goals
- *Prepare for a new career(acquire job skills)

Both of these categories had its highest point in 1991, with 15% and 14% respectively, however by 1993, they had descended to 8% and 11%, simultaneously, there has been no increase in other categories. This can be related to the high number of students that did not come or return to Compton College in fall, 1993 (See table on Credit Students, Fall 1993).

The least chosen educational objectives are as follows:

- *Obtain a 2-year vocational degree without transfer
- *Advance in current job/career(enhance skills)
- *Maintain certificate or license(e.g., Nursing, Real Estate)
- *Educational Development(Cultural, Intellectual)
- *Complete credits for high school diploma or GED
- *Undecided on Goal

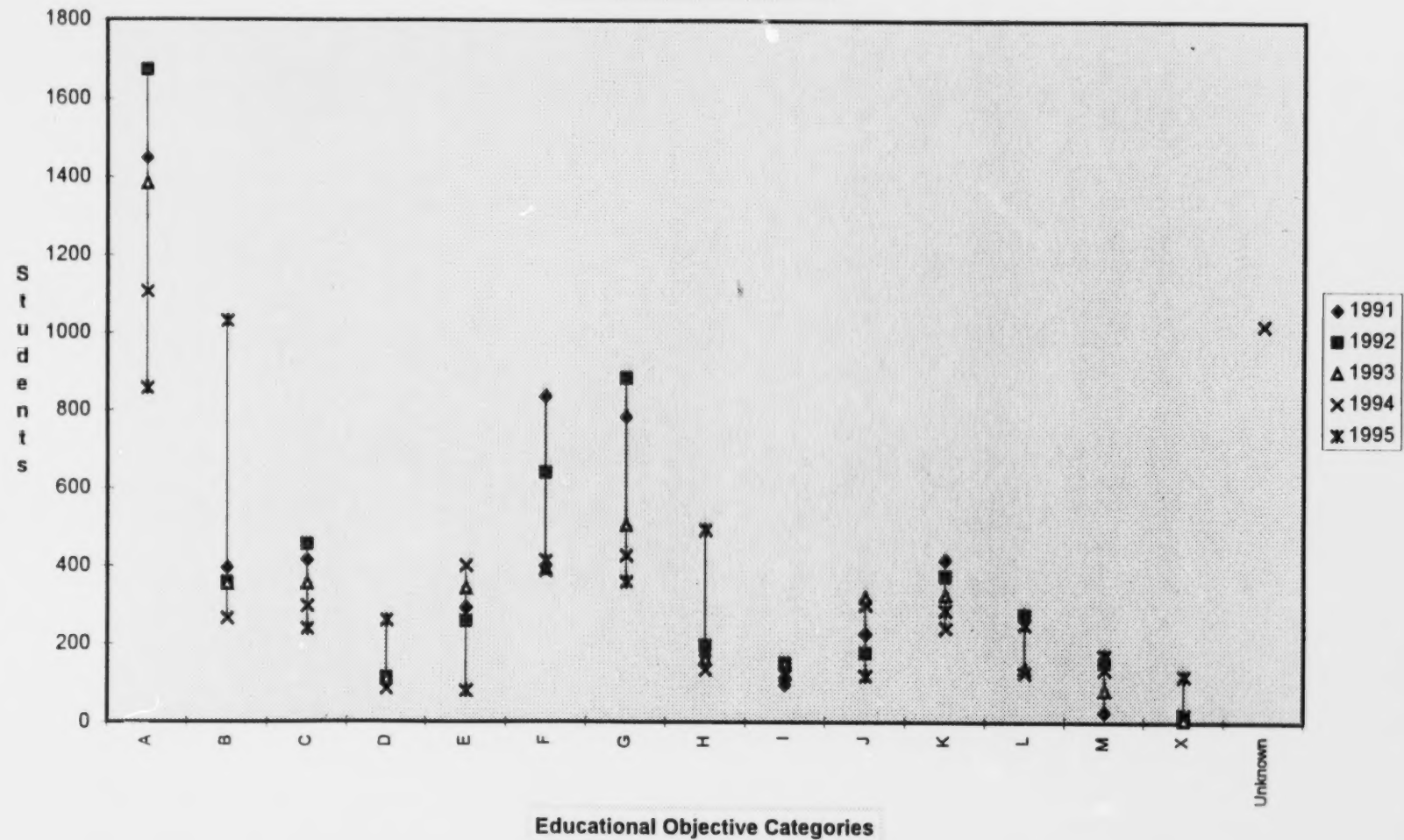
All of the objectives mentioned above have never been above 4% from 1991 to the present.

Educational Objective Categories

- A. Obtain a B. A. degree after completing a 2 year degree
- B. Obtain a B. A. degree w/o a 2 year degree
- C. Obtain a 2 year Associate's degree w/o transfer
- D. Obtain a 2 year vocational degree w/o transfer
- E. Earn a vocational certificate w/o transfer
- F. Discover/formulate career interest, plans/goals
- G. Prepare for a new career(acquire job skills)
- H. Advance in current job/career (update skills)
- I. Maintain certificate or license (e.g. Nursing, Real Estate)
- J. Educational development (intellectual, cultural)
- K. Improve basic skills in English, reading or math
- L. Complete credits for high school diploma or GED
- M. Undecided goal

source: **Management Information Systems, 1995, Compton College.**

**Educational Objective
Fall 1991-1995**



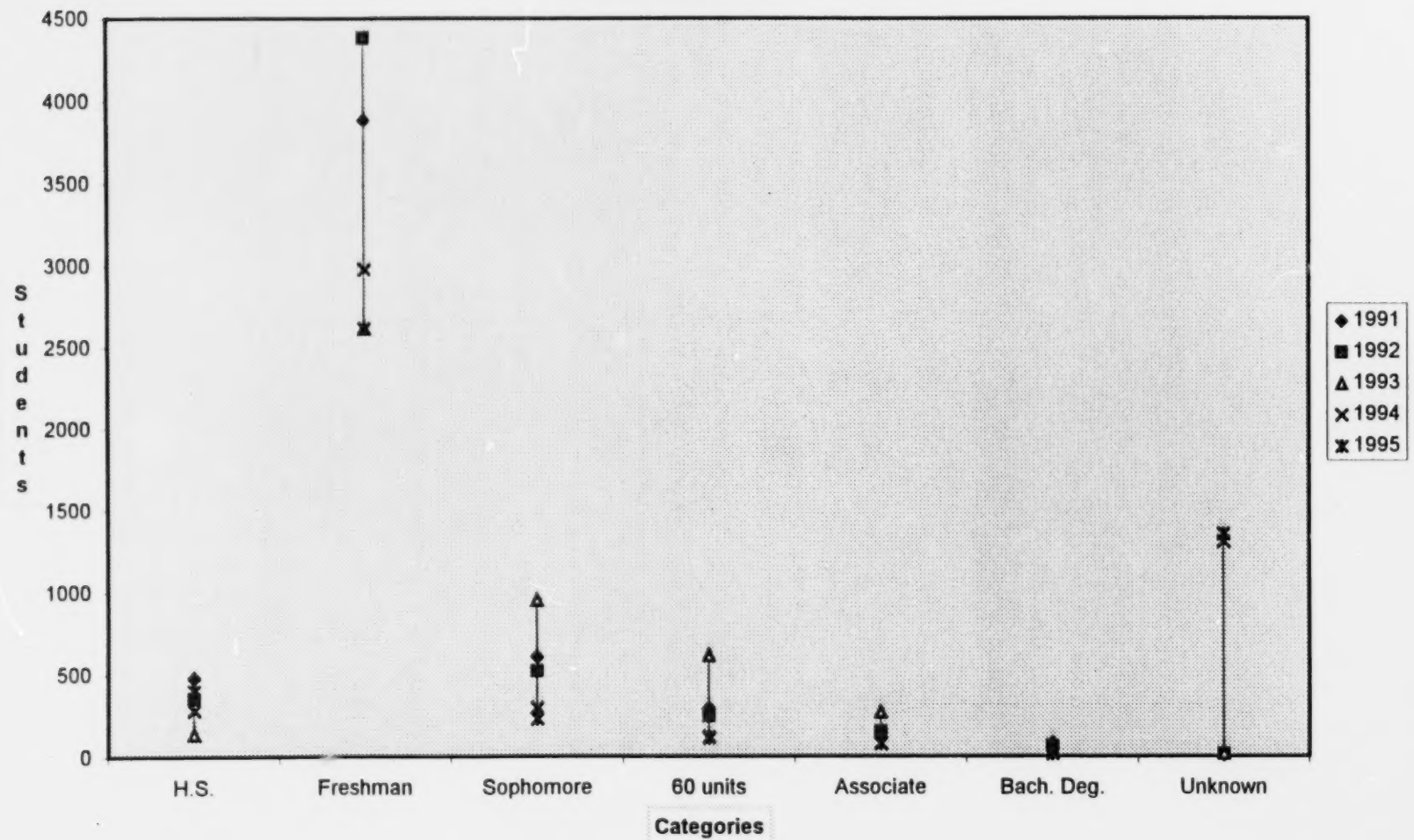
Student Level Fall 1991-1995

From 1991 to the present, ranging from 71% to 55%, the majority of the students have been and currently are freshman, while sophomores comprised only 11%, 9% and a high of 20% for fall 1993, 6% and 5% for the current semester.

The high number of freshmen are probably related to the amount of units students have taken, mostly under 12. Thus, there exist a scenario in which students have probably been at Compton College for three years and are still classified as freshmen because they have not completed enough units to be qualified as sophomores.

source: **Management Information Systems, 1995, Compton College.**

Student Level Fall 1991-1995



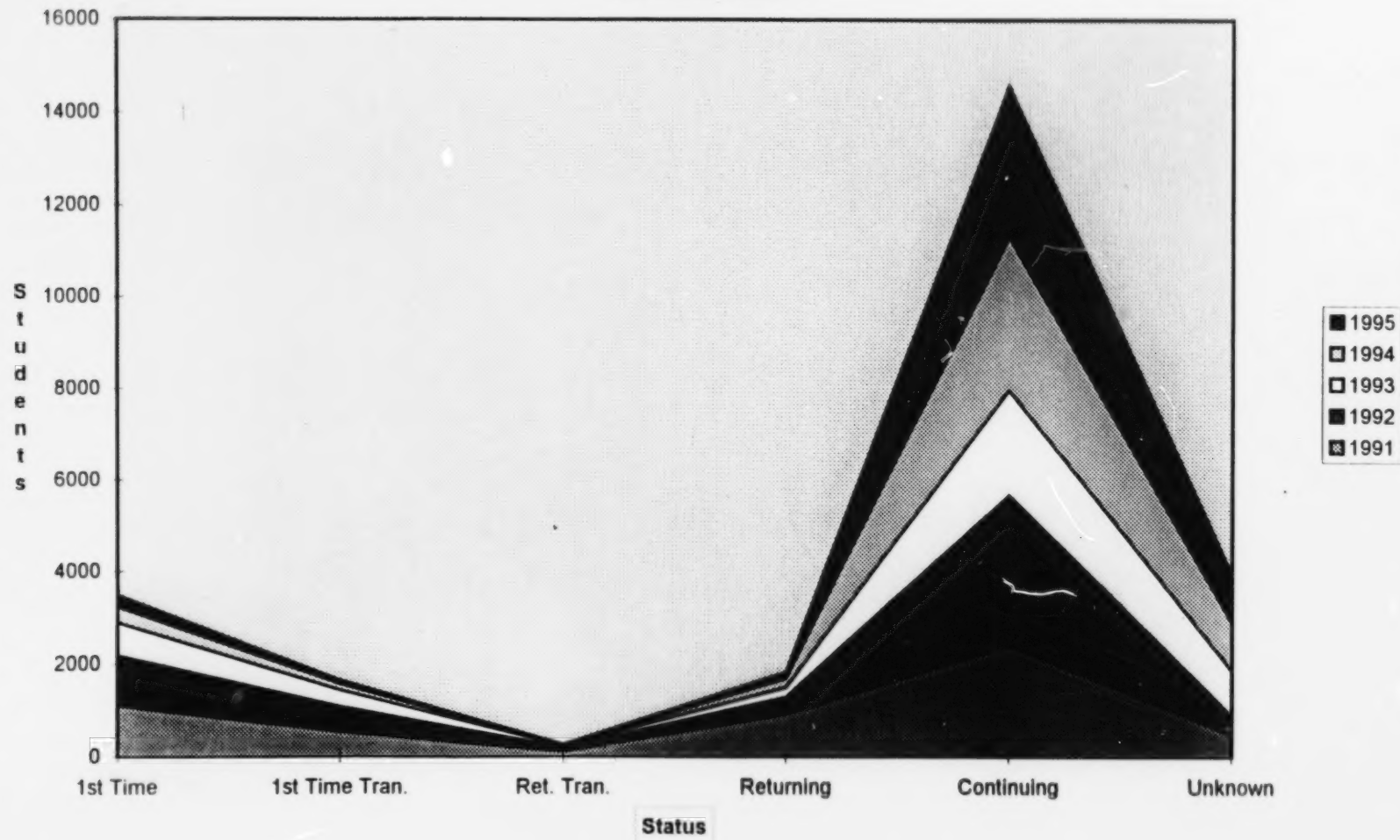
Enrollment Status Fall 1991-1995

As mentioned in the section on student level, most of the students at Compton College are freshmen, however when comparing to enrollment status, the majority of the students are continuing students. From 1991, continuing students have increased from 44%, 57%, 62%, 66% and 68% respectively. The percentage of 1st time students has diminished from 20% in 1991 to 5% for 1995, however, this number is arbitrary because 22% of the did not answer or mark this box.

When comparing continuing students to freshmen, one will notice most students at Compton College have been here for some time and still have not completed 36 units or the units needed to be considered sophomores. Moreover, one can compare to the number of students taking 11 units or under and comprehend why this scenario exists (see table on Full/Part-Time).

source: **Management Information Systems, 1995, Compton College.**

Enrollment Status Fall 1991-1995



Full-Time Equivalent Student Units

Prior to 1993/94, there had been exponential growth of ftes units starting from the academic year 1990/91. For the 1994/95 academic year, there was an increase of 118 ftes units from the previous year.

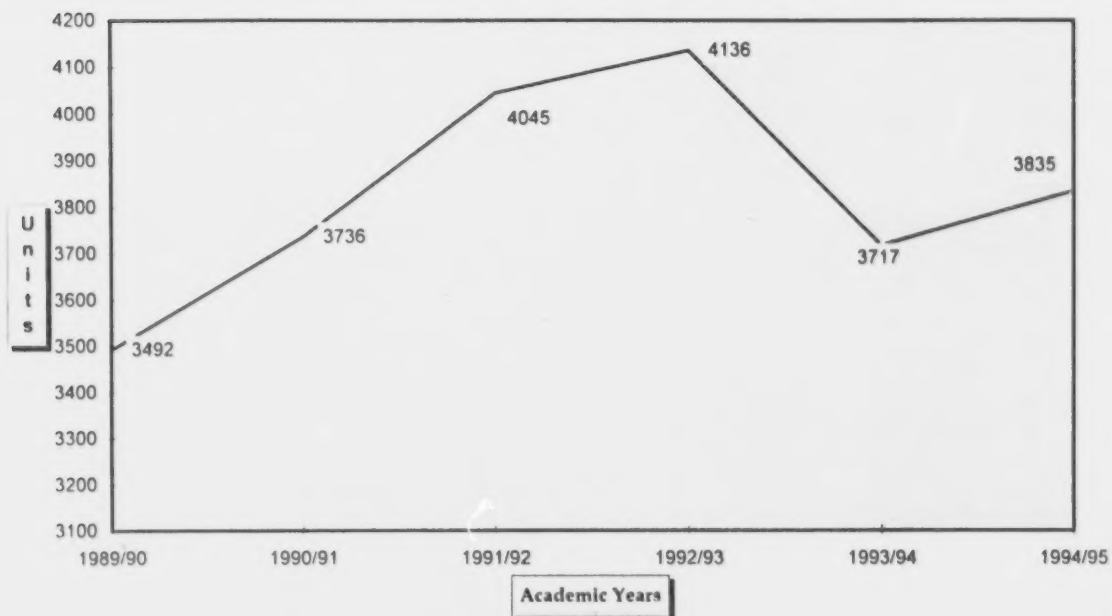
In the academic year 1989/90, total ftes units were at 3492. In the next three academic years, there was exponential growth to 3736, 4045, and 4136 in 1992/93 respectively. However, from 1992/93 to 1993/94, there was a decline of almost 400 ftes units from 4136 to 3717. Nonetheless, when comparing 1989/90 to 1993/94 data, 1993/94 had 300 more ftes units than 1989/90 (the academic year with the lowest ftes units count in the last five years).

The increase in ftes units is directly related to the increase in the number of hours of instructions, based solely on the number of units per student.

source:

Annual Apportionment Report 1994-1995, Management Information Systems, 1995 Compton College.

Full Time Equivalent Student Units



Full-Time Equivalent Student Units

Acad.Yr.	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95
FTE	3492	3736	4045	4136	3717	3835

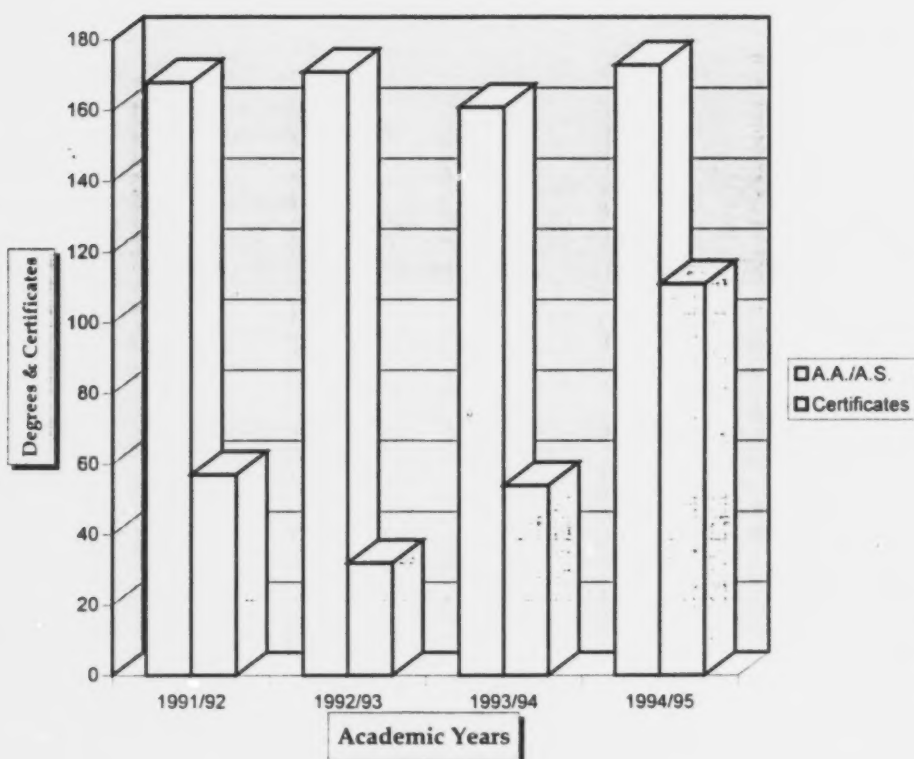
Associate of Arts and Science Degrees and Certificates Awarded 1991-1995

In the last four academic years, there has been an average of 200 combined Associate of Arts and Science degrees and Certificates awarded. The largest of the two groups are the Associate of Arts and Science degrees by a margin of 3-1. However, in the last academic year this margin decreased to almost 2-1, primarily, due to an increase of graduates with certificates.

Associate of Arts and Science degrees awarded have remained constant, including this last academic year at 173. In the last four years they have ranged from 161 to 173. Certificates awarded on the other hand increased by 57, and when comparing over three years, have increased by 79. By far, the largest increase in degrees or certificates awarded.

cc: **Management Information Systems, 1995, Compton College.**

Associate of Arts and Science Degrees and Certificates Awarded



Associate of Arts and Science Degrees and Certificates 1992-1995

Degrees	1991/92	1992/93	1993/94	1994/95
A.A./A.S.	168	171	161	173
Certificates	57	32	54	111

Student Sex By Race/Ethnicity Fall 1995

In comparison to Fall 1994, Compton College has had a student body decrease of 270 students, primarily among our Black students.

In reference to student sex by race/ethnicity, the total number of students have decreased as mentioned previously, however the loss of students has been felt among Blacks only. In fall 1994, there were 309 more Black students (see chart on demographics), whereas Latino students increased by 153 for fall 1995.

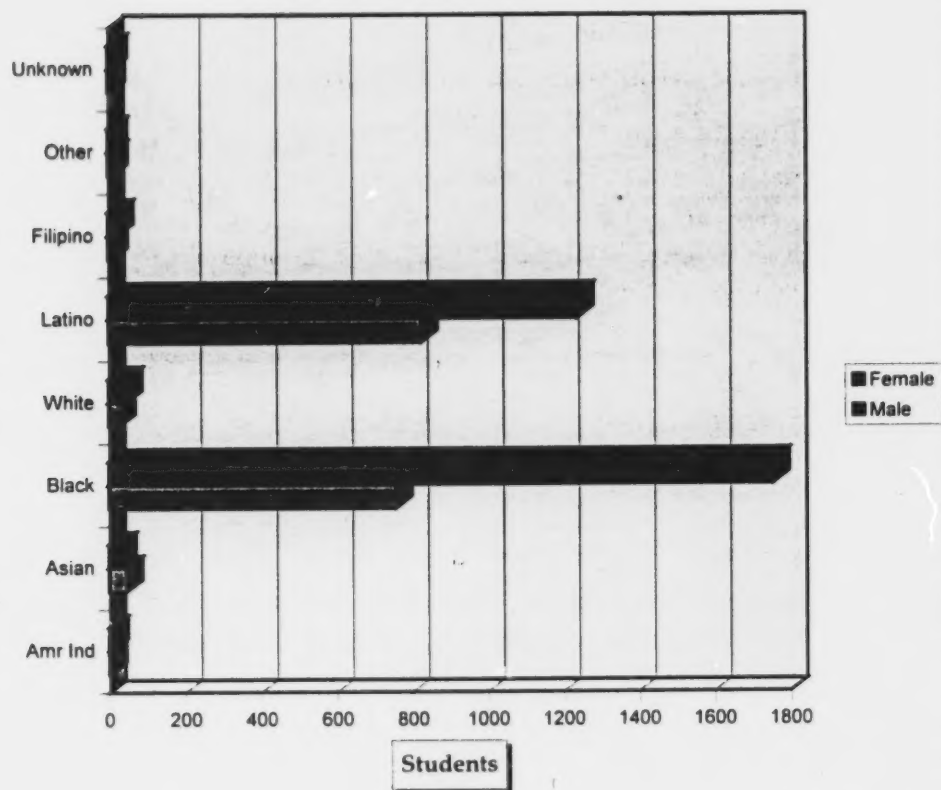
In terms of race and gender, there were 182 less Black females and 163 less Black males, whereas, Latinas for fall 1995 increased by 137 and Latinos had a modest decrease of 4. This change is very significant, because what is occurring is a reduction in the total number of Black students, both females and males.

In terms of intra-racial gender comparison, Black females outnumber Black males 2 to 1 or by 997 bodies, whereas Latinas outnumber Latinos by 414 bodies, almost a 1-1 ratio.

When comparing the largest group in terms of race and gender, Black females are still the largest group with 1754, followed by Latinas with 1239, then by Latinos with 825 and lastly, Black males with 757. Thus, the ratio among Black males, Latinas and Latinos is 1 to 1. When adding both racial groups based on gender, females outnumber males by 1411 students.

source: **Management Information Systems, Fall 1995, Compton
Community College.**

Student Sex By Race/Ethnicity Fall 1995



Student Sex By Ethnicity Fall 1995

Ethnic	Male	Female	Total
Amr Ind	3	7	10
Asian	46	28	74
Black	757	1754	2511
White	27	46	73
Latino	825	1239	2064
Filipino	9	24	33
Other	10	9	19
Unknown	4	10	14

Student Race/Ethnicity By Units Fall 1995

The highest group of students taking 12 or more units (total full time students) are Blacks with 705, followed by Latinos at 690. This is an increase of 24 full time Black students from last fall and 151 more full time Latino students. This is a 14% total increase from last year.

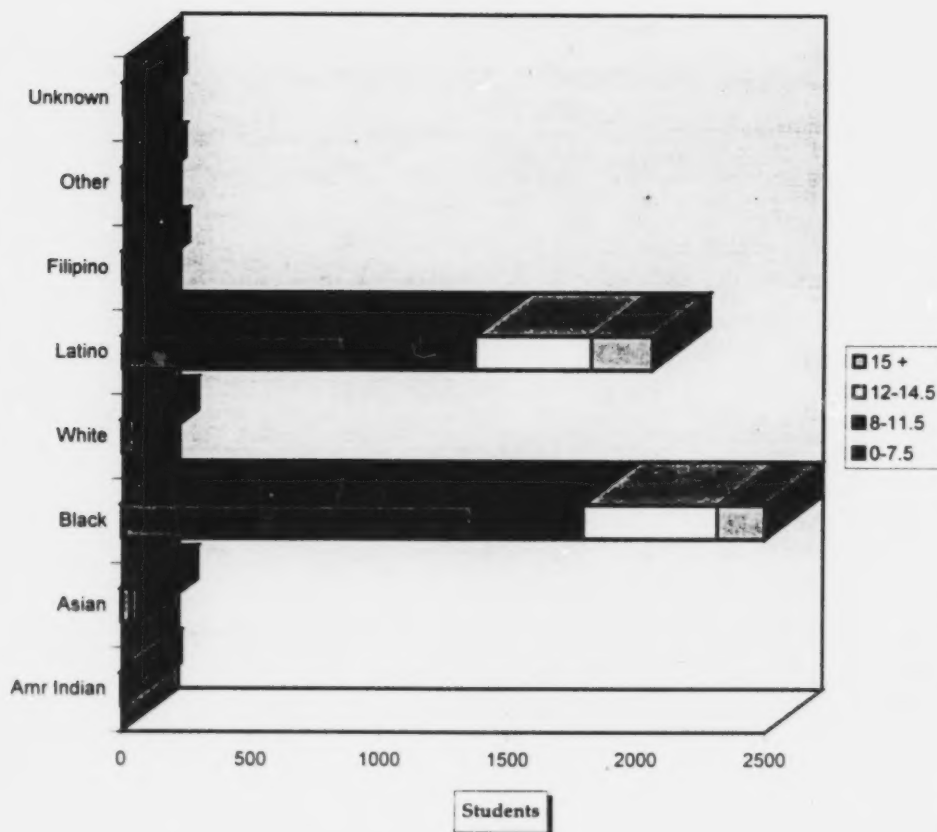
When analyzing 15 or more units, Latinos are the majority with 237 students, whereas Blacks stand at 183. Overall this is a reduction from last year by 76 students for Blacks and 60 for Latinos (see 1994 Information Notebook). These are very important figures because the decrease in full time students will most likely decrease overall FTES units.

One situation different from last year is that with the reduction in the total number of Black students, 1 out of 3 are now full time students, whereas last spring it was 1 out of 4. Latinos overall do not change, 1 out of 3 are still full time students.

In terms of students taking 11 units and under decreased by 500 to 2496 students. The largest group of part-time students are within the 0-7.5 unit category at 2343, an increase of 200 students from Fall 1994.

Source: **Management Information Systems, Fall 1995. Compton
Community College.**

**Race/Ethnicity By Units
Fall 1995**



**Race/Ethnicity by Units
Fall 1995**

Ethnic	0-7.5	8-11.5	12-14.5	15 +	Total
Amr India	4	1	4	1	10
Asian	34	10	16	11	71
Black	1359	432	522	183	2496
White	49	7	11	5	72
Latino	857	510	453	237	2057
Filipino	16	9	3	5	33
Other	14	4	1	0	19
Unknown	10	4	2	1	17
Tptal	2343	977	1012	443	4775

Student Race/Ethnicity By Age Fall 1995

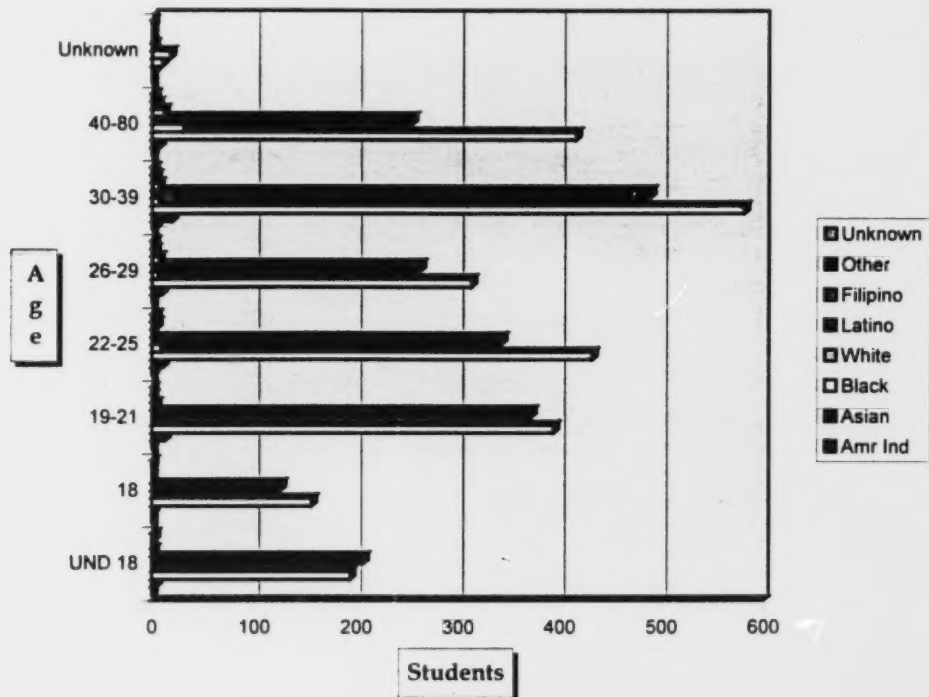
Analyzing student race/ethnicity by age is vital because one is able to understand what population is being educated. Statistically, the average age at Compton College is 25 years old, though the graph does not indicate that mean because there exist too many age groups between 18 and 28.

If one groups 19-21, 22-25 and 26-29, the majority of the students at Compton College are in their 20's. This is important to understand because the trend at community colleges has been that the average age and duration of a student has increased due to multiple factors, especially economics.

The same characteristics exist for Black and Latino students, with the only difference being that there are more Black students. Even in the 30-39 age group, the large amount of students attending is comparable between Blacks and Latinos. In other words, both groups seem to be affected by similar circumstances.

Source: **Management Information Systems, Fall 1995. Compton
Community College.**

**Race/Ethnicity By Age
Fall 1995**



**Race/Ethnicity By Age
Fall 1995**

Age	UND 18	18 19-21	22-25	26-29	30-39	40-80	Unknown
Amr Ind	1	0	1	2	1	4	1
Asian	5	2	13	11	10	20	8
Black	194	156	394	432	313	561	416
White	0	1	0	9	6	7	31
Latino	207	126	372	343	263	489	255
Filipino	2	0	4	1	7	7	12
Other	0	0	1	5	3	4	6
Unknown	3	1	1	4	2	2	3

Student Race/Ethnicity By Day And Night Fall 1995

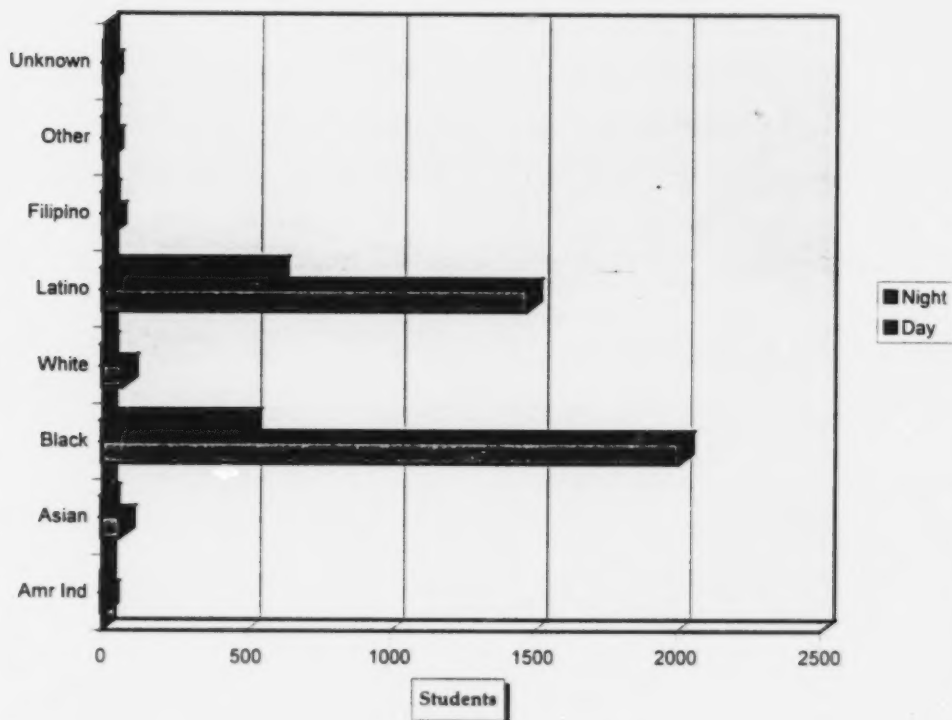
Compton Community College day students comprise 76% of the total student population. In reference to the two largest racial/ethnic groups on campus, Blacks and Latinos, the same pattern exists in relation to the total student body population.

During the day, there are 2008 Black and 1475 Latino students. Blacks outnumber Latinos by 533 students, a 400 student reduction from last fall.

When comparing evening students among Blacks and Latinos, Latinos outnumber Blacks by 93 students, an increase from last years parity among both groups.

Source: **Management Information Systems, Fall 1995. Compton Community College.**

Race/Ethnicity By Day And Night Fall 1995



Race/Ethnicity By Day/Night Fall 1995

Race/Eth	Day	Night	Total
Amr Ind	10	0	10
Asian	63	11	74
Black	2008	498	2506
White	70	3	73
Latino	1475	591	2066
Filipino	28	5	33
Other	17	2	19
Unknown	14	0	14

Student Race/Ethnicity By Student Level Fall 1995

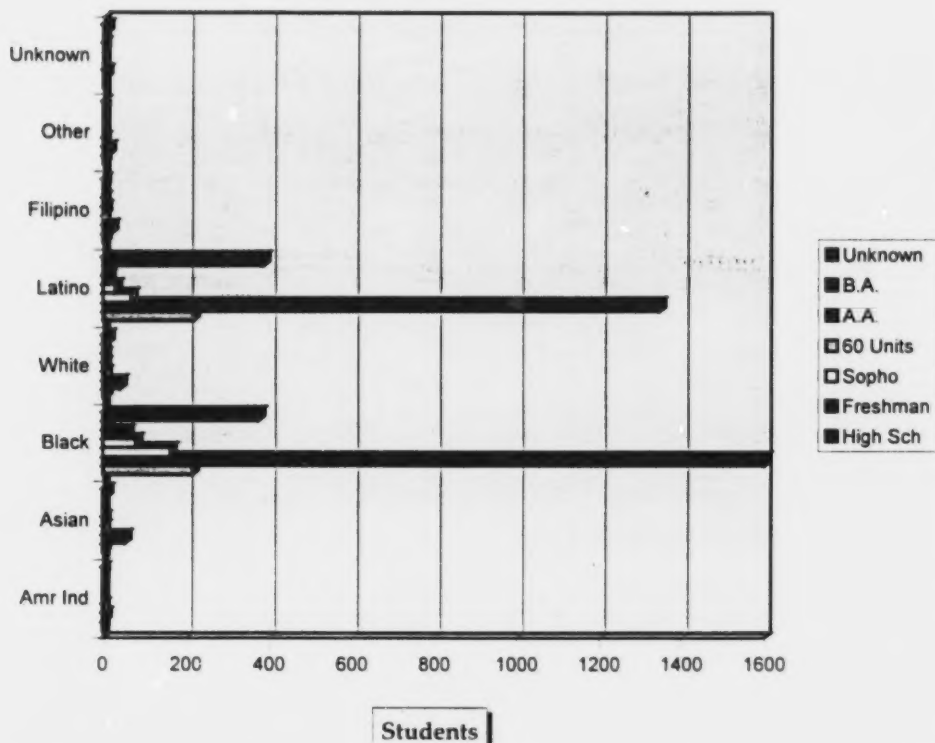
The majority of the students at Compton College are freshman whether Black or Latino. There are 215 Black and 217 Latino students that are still in high school, very few sophomores or individuals with more than 60 units, some students with an A.A. degree and a few with Bachelor of Arts degrees.

As previously mentioned, the majority of students are freshman with 1600 Blacks and 1345 Latinos. The high number of freshmen are also related to the large number of students taking 1-6 units. Under 1994 student information, the same characteristic existed with the majority of the students at Compton taking 1-6 units.

"Unknown" is also an important category to mention because after freshman, the largest number exist in this category. "Unknown" probably skews the other categories because students should be allocated according to the amount of units they have.

Source: **Management Information Systems, Fall 1995. Compton
Community College.**

**Race/Ethnicity By Student Level
Fall 1995**



**Race/Ethnicity By Student Level
Fall 1995**

Stu-Level	High Sch	Freshman	Sopho	60 Units	A.A.	B.A.	Unknown
Amr Ind	1	7	1	0	0	0	1
Asian	4	53	2	3	0	0	9
Black	215	1600	161	78	58	10	374
White	7	41	5	3	3	1	12
Latino	217	1345	66	29	14	0	386
Filipino	4	20	1	5	1	0	2
Other	3	14	1	0	0	0	1
Unknown	0	7	0	0	1	0	9

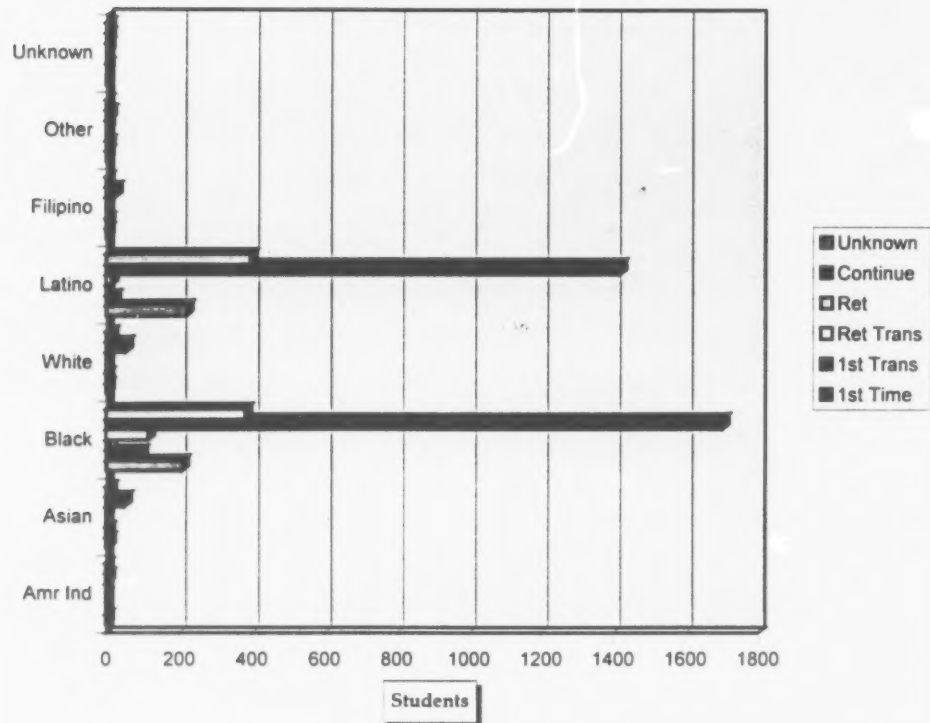
Student Race/Ethnicity By Enrollment Status Fall 1995

The majority of the students at Compton Community College are continuing students whether Black or Latino. Black and Latino continuing students comprise 65% of the total student body population.

The second largest category under enrollment status is in "unknown". This category informs the college that there are an additional 776 students that do not know where they belong and probably skews the other categories such as "returning or 1st time".

Source: **Management Information Systems, Fall 1995. Compton
Community College.**

Race/Ethnicity By Enrollment Status Fall 1995



Race/Ethnicity By Enrollment Status Fall 1995

Enrollmen	1st Time	1st Trans	Ret Trans	Ret	Continue	Unknown
Amr Ind	2	0	0	1	6	1
Asian	7	5	0	2	50	10
Black	207	94	9	114	1701	381
White	3	2	0	2	53	13
Latino	219	20	1	14	1417	395
Filipino	2	4	0	1	24	2
Other	2	5	0	3	8	1
Unknown	0	1	0	3	5	5

Student Race/Ethnicity By Higher Education Code Fall 1995

Student race/ethnicity by higher education code clearly distinguishes among our students who have graduated from high school or have a foreign degree. Among the Black students, 1697 have received their high school diplomas in comparison to Latinos who only account for 623. The ratio of high school diplomas received from Blacks to Latinos is 2 to 1.

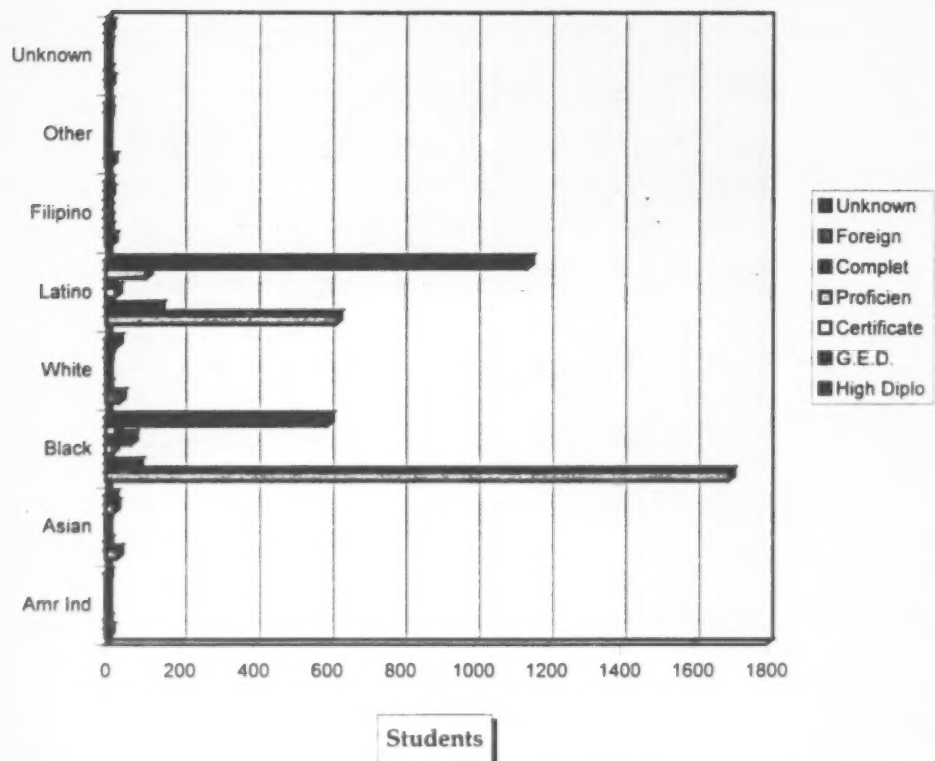
In reference to G.E.D., Blacks and Latinos range from 82 to 140, however, this indicates that the majority of the students attending Compton College, especially among Blacks, have completed the most important years of education. Latinos, indicate that one-third have completed high school, however, there are another 1147 in the unknown category. This number indicates that there are different populations within the Latino student body that must be attended differently.

The probable difference is that most of the 1147 Latinos were not raised in the United States and hence have different educational backgrounds, in comparison to Latinos that have been raised and educated in the United States.

There is also another miscue with "Unknown" in reference to Blacks, that most likely skews the other columns because this number includes 601 individuals, that some how leaves people unaccounted for.

Source: **Management Information Systems, Fall 1995. Compton
Community College.**

**Race/Ethnicity By Higher Education Code
Fall 1995**



**Race/Ethnicity By Higher Education Code
Fall 1995**

High Ed	High Dipl	G.E.D.	Certificate	Proficien	Complet	Foreign	Unknown
Amr Ind	7	1	0	0	0	0	2
Asian	30	3	0	0	1	21	16
Black	1697	82	4	18	68	26	601
White	36	1	0	0	2	6	27
Latino	623	140	0	26	12	109	1147
Filipino	14	4	2	1	1	7	4
Other	13	0	0	0	0	4	2
Unknown	7	1	0	0	1	1	7

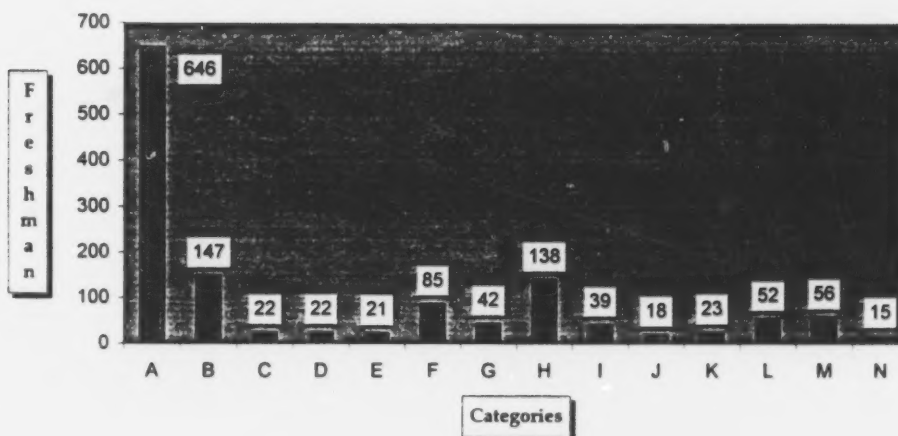
Educational Goal For First-Time Freshman Fall 1995

This fall, there were 1326 new students who are also considered first-time freshman, 180 less students than last fall. This is 28% of the total student body population. Of the 1326 students, all have different educational goals, however the largest category of them, want to obtain a Bachelor of Arts degree after completing a 2 year degree or 49%.

The second largest group at 11% are those who want to obtain a BA degree without a 2 year degree, followed by those who are updating their skills at 10%. All the other categories range from 1% to 6%. Most interesting is the low interest in the vocational fields.

Source: **Management Information Systems, Fall 1995. Compton
Community College.**

Educational Goal For First-Time Freshman Fall 1995



Educational Goal for First-Time Freshman Fall 1995 Semester

A. Obtain a B.A. degree after completing a 2-year degree	646	49% A	646
B. Obtain a B.A. degree w/o a 2-year degree	147	11% B	147
C. Obtain a 2-year associate's degree w/o transfer	22	2% C	22
D. Obtain a 2-year vocational degree w/o transfer	22	2% D	22
E. Earn a vocational certificate w/o transfer	21	2% E	21
F. Discover/formulate career interest, plans/goals	85	6% F	85
G. Prepare for a new career (acquire job skills)	42	3% G	42
H. Advance in current job/career (update skills)	138	10% H	138
I. Maintain certificate or license (e.g. Nursing, Real Esta	39	3% I	39
J. Educational development (intellectual, cultural)	18	1% J	18
K. Improve basic skills in English, reading or math	23	2% K	23
L. Complete credits for high school diploma or GED	52	4% L	52
M. Undecided on goal	56	4% M	56
N. Unknown	15	1% N	15
TOTAL	1326		

Residence By Gender Fall 1995

Residence for student purposes is no longer a criteria for which to attend Compton College. Nonetheless, understanding residence for educational planning is a vital issue because it could provide information in terms of how the college is attracting or not attracting local students.

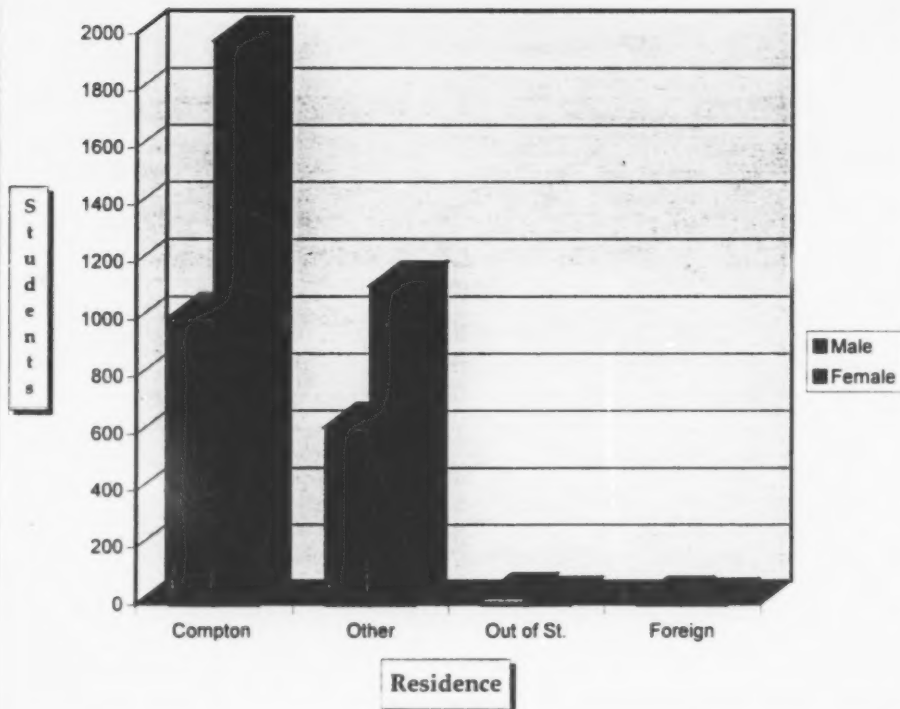
Overall, 62% of the students that attend Compton College are from within the Compton Community College District, 37% are from outside the district and the remaining 1% are Out of State or Foreign students.

In terms of gender within each residence category, 66% females and 34% males come from within the district and under "Other", 64% are females and 36% are males. Similar to other areas of study, this graph demonstrates that Compton College is a majority female environment.

source:

**Management Information Systems, Fall 1995, Compton
Community College.**

**Residence By Gender
Fall 1995**



**Residence By Sex
Fall 1995**

Residence	Male	Female	Total
Compton	1009	1977	2986
Other	625	1120	1745
Out of St.	27	15	42
Foreign	15	7	22

Residence By Student Race/Ethnicity Fall 1995

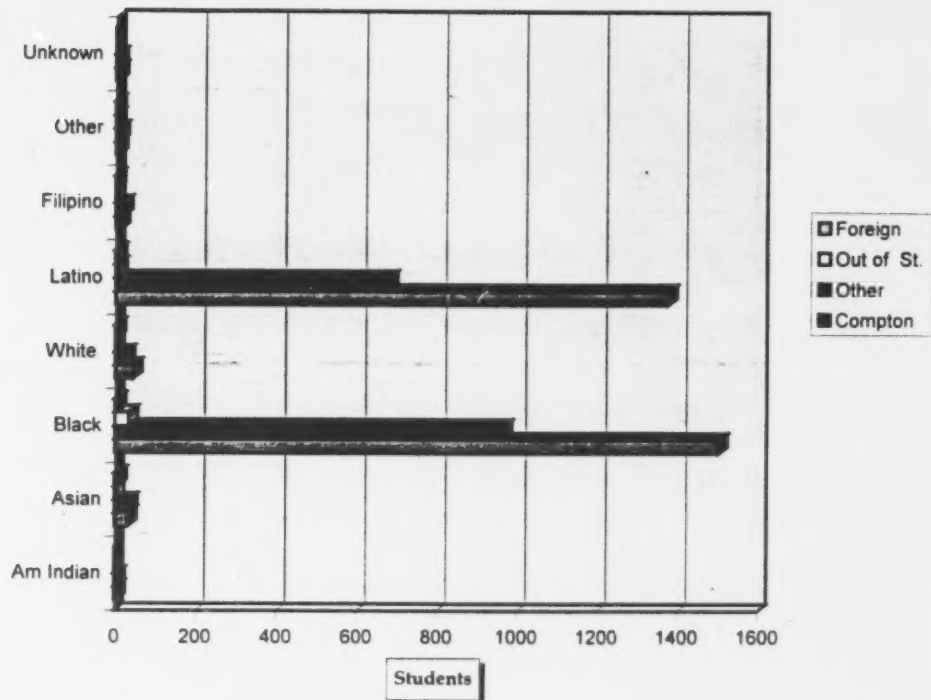
Residence by student for fall 1995 based on race/ethnicity is concentrated among Black and Latino students. In actual numbers, 1503 Black and 1376 Latino students are from the Compton Community College District. The ratio among both race/ethnicity groups is almost 1 to 1.

The second largest category of students are in the "Other" column, where there are 965 Black and 679 Latino students. The ratio in this category unlike last year is now 1 to 1 for Black and Latino students. When comparing within the "Compton" and "Other" category by race/ethnicity, there are 538 more Black students and 697 more Latino students in the "Compton" category. As mentioned previously in student gender by race/ethnicity there are less Black students overall and this change is also reflective in the residency category.

Compton College is attracting both Black and Latino students from within and outside the district.

source: **Management Information Systems, Fall 1995, Compton
Community College.**

**Residence By Race/Ethnicity
Fall 1995**



**Residence By Race/Ethnicity
Fall 1995**

Residence	Compton	Other	Out of St.	Foreign	Total
Am Indian	5	5	0	0	10
Asian	32	34	1	7	74
Black	1503	965	34	4	2506
White	44	26	0	3	73
Latino	1376	679	6	5	2066
Filipino	12	20	0	1	33
Other	6	10	1	2	19
Unknown	8	6	0	0	14

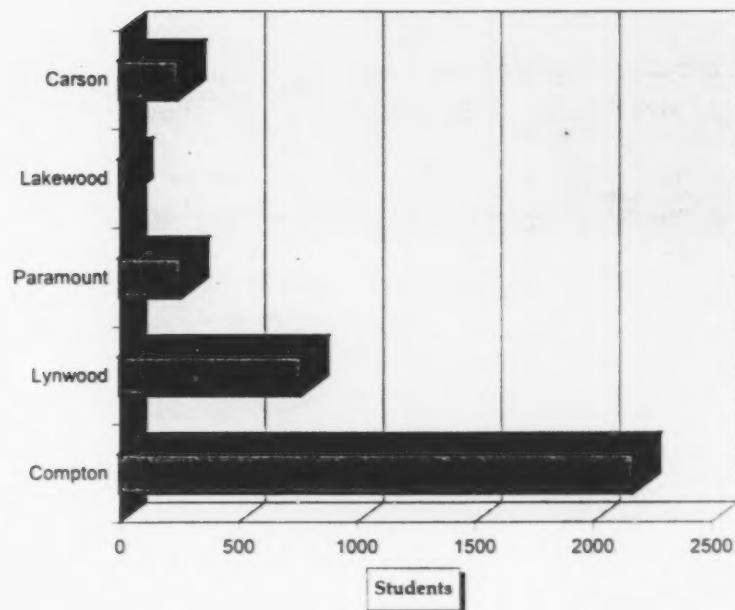
Residence By Cities Within District Fall 1995

According to the Compton College catalog, the Compton Community College District encompasses all or sections of the following cities, the City of Compton, the City of Lynwood, the City of Paramount, parts of the City of Carson, City of Lakewood and Los Angeles County section of Willowbrook.

According to Management Information Systems Office at Compton College, from a campus population of 4789, 45% (2170) of the student body population live in the City of Compton, 16% (765) live in the City of Lynwood, 5% (245) live in the City of Carson, 5% (257) live in the City of Paramount. There are also 23 students that live in the City of Lakewood.

source: **Management Information Systems, Fall 1995, Compton
Community College.**

**Residence By Cities Within District
Fall 1995**



**Residence By Cities Within District
Fall 1995**

Cities	Students
Compton	2170
Lynwood	765
Paramount	257
Lakewood	23
Carson	245

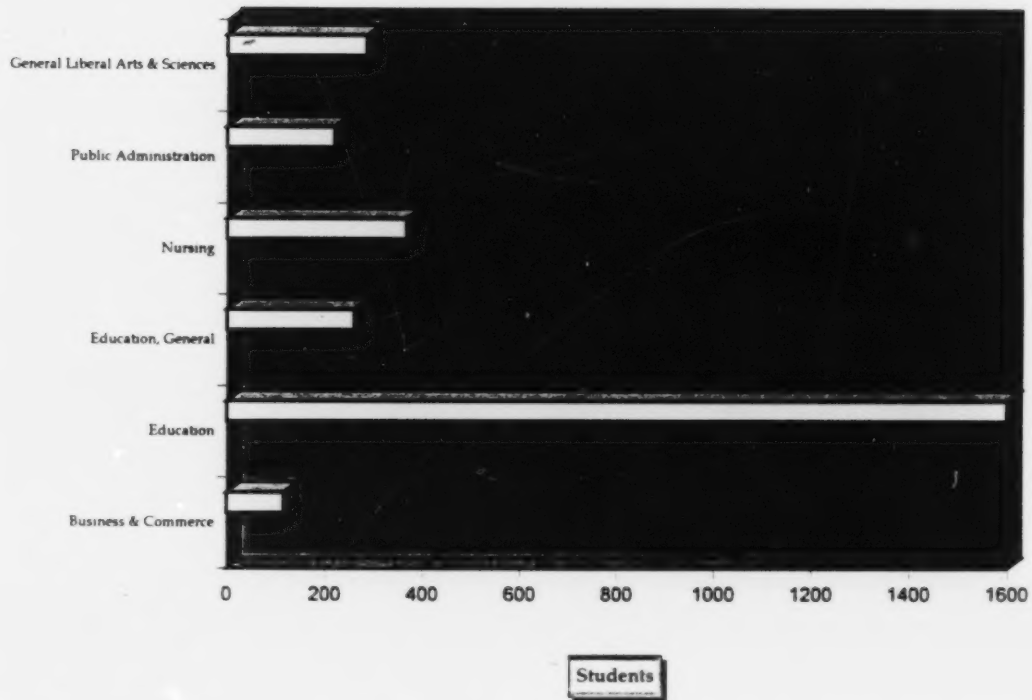
Students by Majors With 100 Or More Fall 1995

The majority of the students at Compton College are concentrated within five majors. The largest major is Education with 1600 students, followed by Nursing, General Liberal Arts & Sciences, Education, Public Administration and Business & Commerce.

The vast difference from Education and the other majors is due to the fact, that most students attend for general education purposes.

source: **Management Information Systems, Fall 1995, Compton
Community College.**

**Students by Majors with 100 or more
Fall 1995**



Students by Majors with 100 or more, Fall 1995

Business & Commerce	116
Education	1600
Education, General	260
Nursing	367
Public Administration	219
General Liberal Arts & Sciences	284

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Office of Institutional Research/Managment Information Systems

Financial Aid Students By Gender and Ethnicity Fall 1995

The total number of students on financial aid had increased exponentially from 1991/92 to 1993/94. In 1992, there were 1233 students on financial aid, in 1993, the total number of students increased to 1295, an increase of 62 students. In the 1993/94 academic year, the total number of students increased to 1471, an increase of 176 students from the previous year and 238 students from 1992. In the current semester, the number of students on financial aid decreased by 93 to 1,378.

The reduction in the number of students on financial aid might be due to the shift from the traditional to the early calendar semester, because overall, there was a total reduction of about 200 students.

In the last three academic years, the total number of students on financial aid only accounted for 24%, 25% and 29% of the total student body population, though 1990 U.S. Census information on education indicates that most students from the district would qualify for some sort of financial aid.

The same holds true for this semester, 29% of the total body population received some sort of financial aid

Gender

In reference to gender, in the previous three academic years, 75% of those who received financial aid were women, while men only comprised 25%. But, for the current semester, the percentage of women on financial aid increased by 1% to 76% and men dropped to 24%. This percentage is expected, due to the fact that the total number of female students increased by 2%, while men decreased by 2%.

A recurring theme in this edition of the information notebook, is the loss of male students over a five year period, while women have remained constant.

Ethnicity

In reference to race/ethnicity, 55% of those who received financial aid were Blacks, followed by Latinos at 42%, Asian-American and White students comprised 1% each respectively. In comparison to the previous year, this equated to a 4% reduction for Black students, while for Latinos, there was a modest increase of 2%.

Ethnicity & Gender

When comparing both gender and ethnicity, Black and Latina females outnumber their male counterparts by 454 and 272 bodies. This is expected because 65% of the students at Compton College are females.

The most impacting difference is the gap between Black females and males by 454, nearly, double the difference of the gap among Latinas and Latinos.

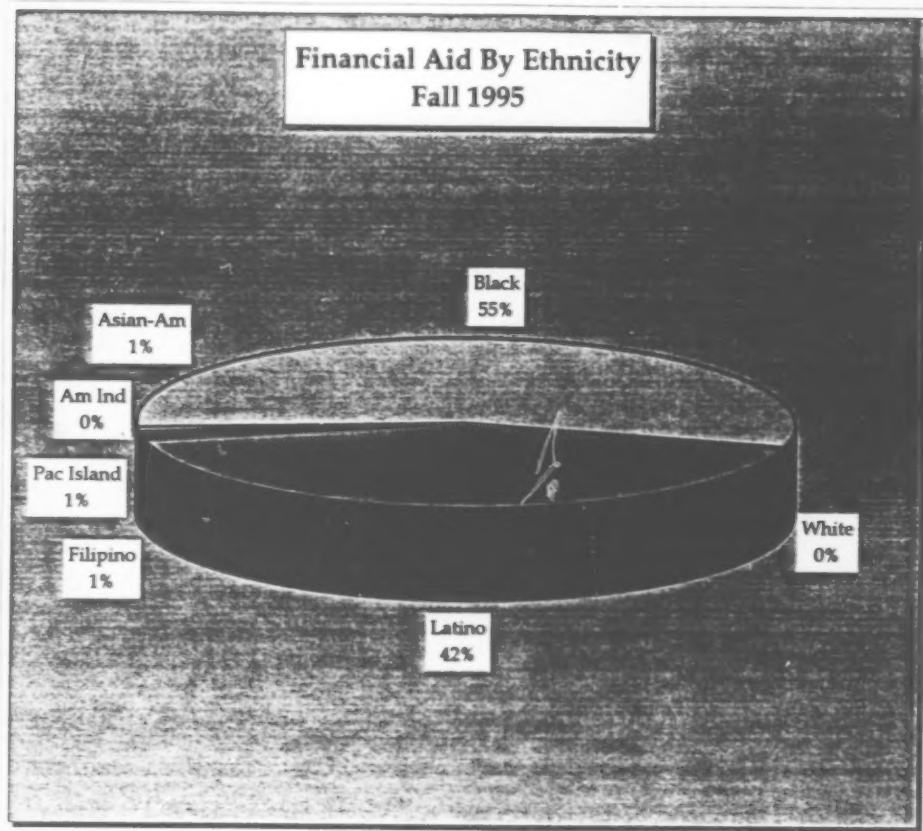
cc: **Management Information Systems, 1995, Compton College.**

**Financial Aid Students By Gender
Fall 1995**



Financial Aid Students By Gender Fall 1995

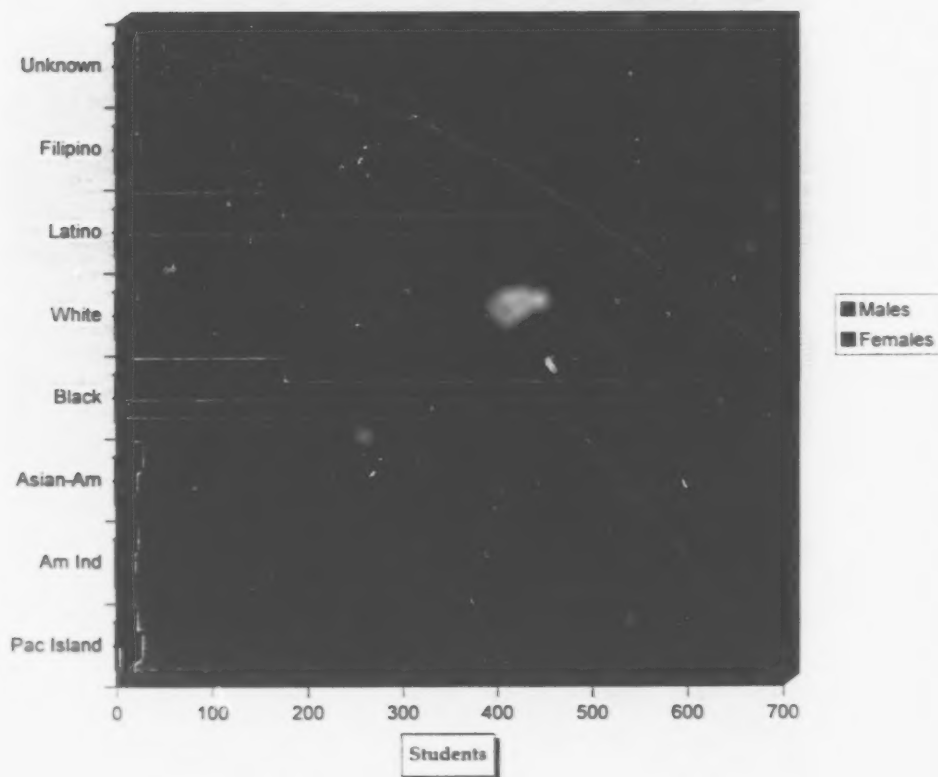
Male	328	24%
Female	1050	76%
Total	1378	



Financial Aid Students By Ethnicity Fall 1995

Pac Island	9
Am Ind	3
Asian-Am	10
Black	766
White	6
Latino	582
Filipino	7
Unknown	4
Total	1387

**Financial Aid By Gender & Ethnicity
Fall 1995**



Financial Aid Students By Ethnicity & Gender Fall 1995

Ethnicity	Females	Males
Pac Island	7	2
Am Ind	0	3
Asian-Am	2	8
Black	610	156
White	4	2
Latino	428	154
Filipino	6	1
Unknown	2	2
Total	1059	328

Compton Community College Personnel

	Full-time		Part-time	
Classified	107	54%	13	10%
Administration	18	9%	0	
Faculty	75	38%	123	90%
Total	200		136	

	Faculty				Classified			
Male	43	57%	60	49%	47	39%	7	54%
Female	32	43%	53	43%	71	59%	6	46%
Unknown	0		10	8%	2	2%		
	75		123		120		13	

	Faculty				Classified			
	Full-time		Part-time		Full-time		Part-time	
A. Indian	0	0%	0	0%	0	0%	0	0%
Black	40	53%	56	46%	74	70%	11	85%
Asian	6	8%	3	2%	4	4%	0	0%
Latino	7	9%	16	13%	15	14%	0	0%
Filipino	2	3%	1	1%	2	2%	0	0%
White	20	27%	32	26%	10	9%	1	8%
Unknown			15		1		1	8%
	75		123		106		13	

	Faculty				Classified			
	Full-time		Part-time		Full-time		Part-time	
21-25	0	0%	0	0%	1	1%	0	0%
26-30	0	0%	2	2%	9	8%	1	8%
31-35	1	1%	6	6%	16	15%	1	8%
36-40	2	3%	9	8%	21	19%	1	8%
41-45	9	12%	19	18%	16	15%	2	17%
46-50	22	29%	20	19%	21	19%	3	25%
51-55	11	15%	21	19%	10	9%	1	8%
56-60	16	21%	10	9%	6	6%	1	8%
61-65	7	9%	9	8%	7	6%	1	8%
66-70	5	7%	8	7%	0	0%	1	8%
+70	2	3%	4	4%	2	2%	0	0%
	75		108		109		12	

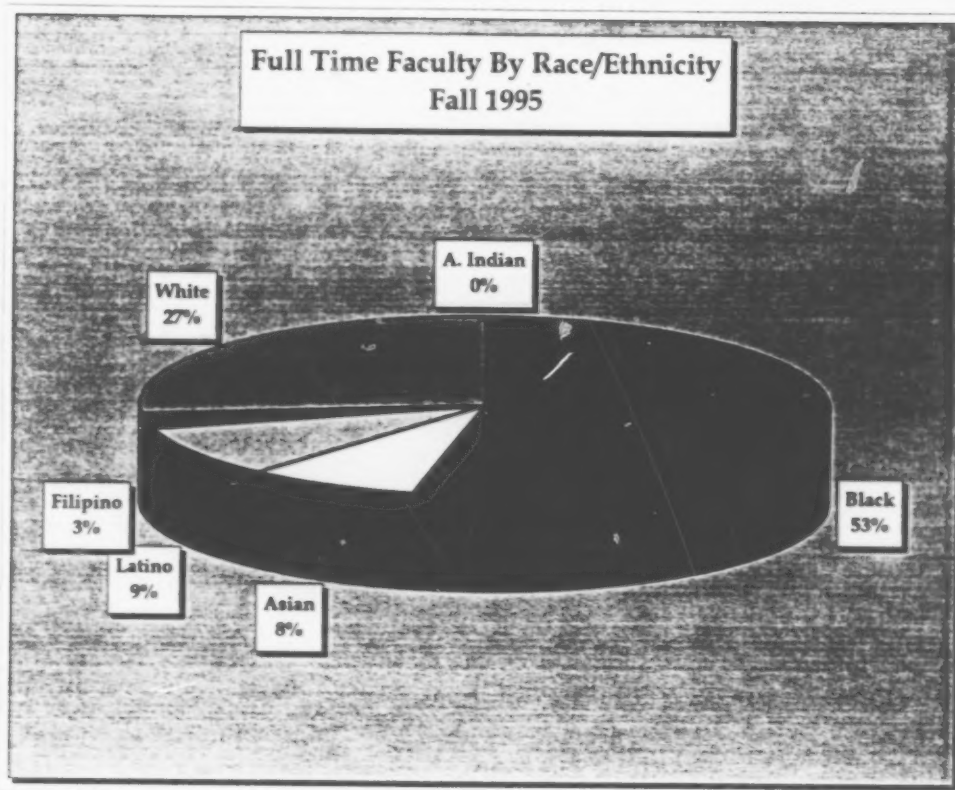
Full Time & Adjunct Faculty By Race/Ethnicity

At Compton Community College, there are 75 full time and 123 part time instructors. In reference to race/ethnicity of the faculty, 53% (40) are Black, 27% (20) are White, 9% (7) are Latinos and 8% (6) are Asian excluding Filipinos. In comparison to adjunct faculty (See Table on Compton College Personnel), 46% (56) are Black, 26% (32) are White, 13% (16) are Latino and 3% (4) are Asian including Filipino.

The percentage of Black instructors towards Black students is comparable because both groups are the majority on campus, however when compared to other student groups, Latino faculty are not representative when compared to the Latino student body population (9% faculty-42% students). White and Asian faculty who comprise 27% and 8% of the 75 full time instructors represent adequately White (2%) and Asian (3%) students at Compton College.

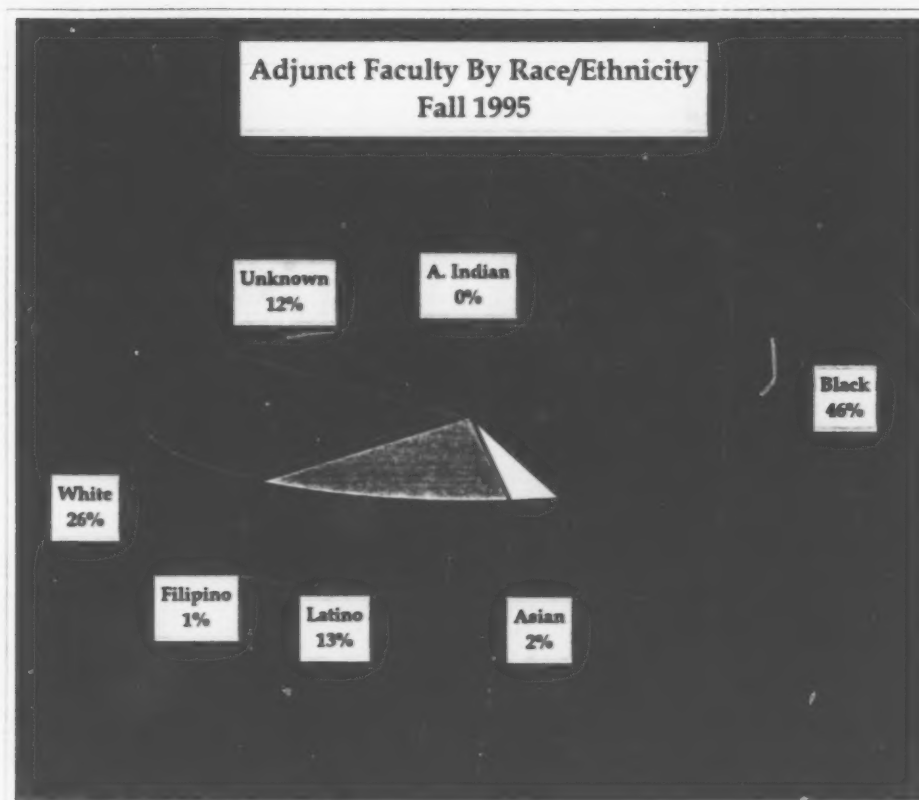
source:

Management Information Systems, 1995, Compton
Community College.



Full Time Faculty By Race/Ethnicity, Fall 1995

A. Indian	0
Black	40
Asian	6
Latino	7
Filipino	2
White	20



Adjunct Faculty By Race/Ethnicity, Fall 1995

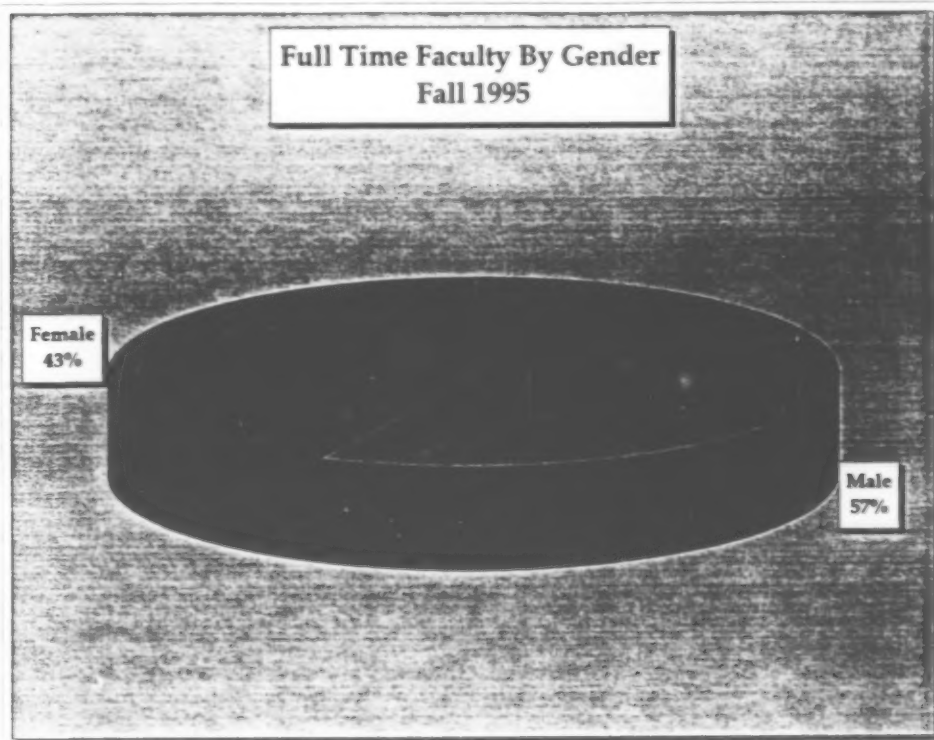
A. Indian	0
Black	56
Asian	3
Latino	16
Filipino	1
White	32
Unknown	15

Full Time Faculty By Gender

The gender breakdown of faculty at Compton College is 57% male and 43% female, the same percentages hold true for adjunct faculty 49% male and 43% female--there is also an unknown category, because the gender for two instructors was not clearly stated.

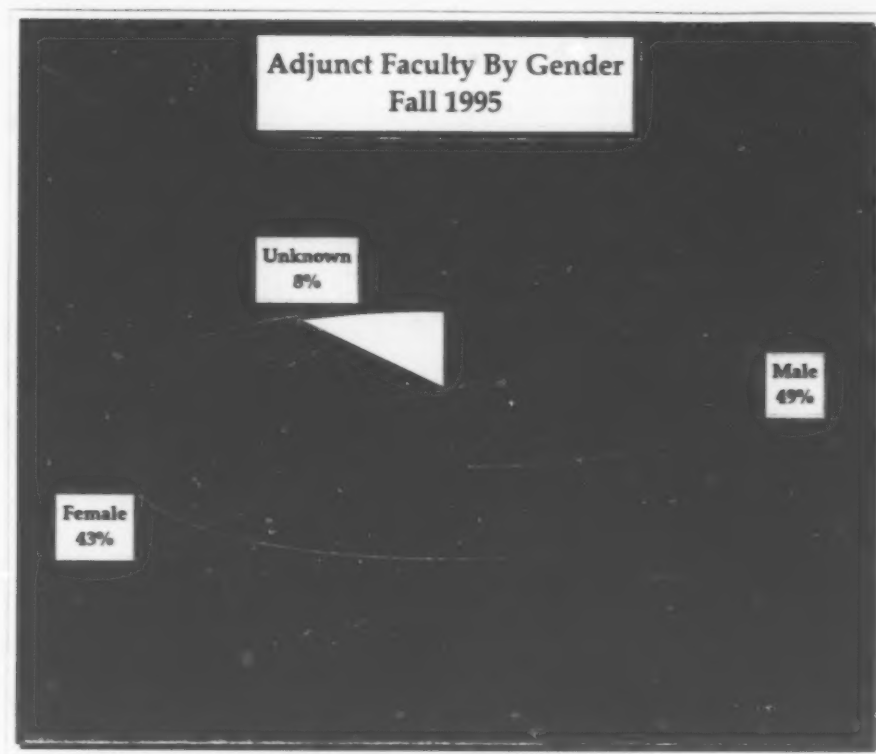
Unlike classified, faculty is male dominated among full-timers, however in actual numbers its only by 11, though the percentage indicates a greater gap.

source: **Management Information Systems, 1995, Compton
Community College.**



Full Time Faculty By Gender, Fall 1995

Male	43
Female	32



Adjunct Faculty By Gender, Fall 1995

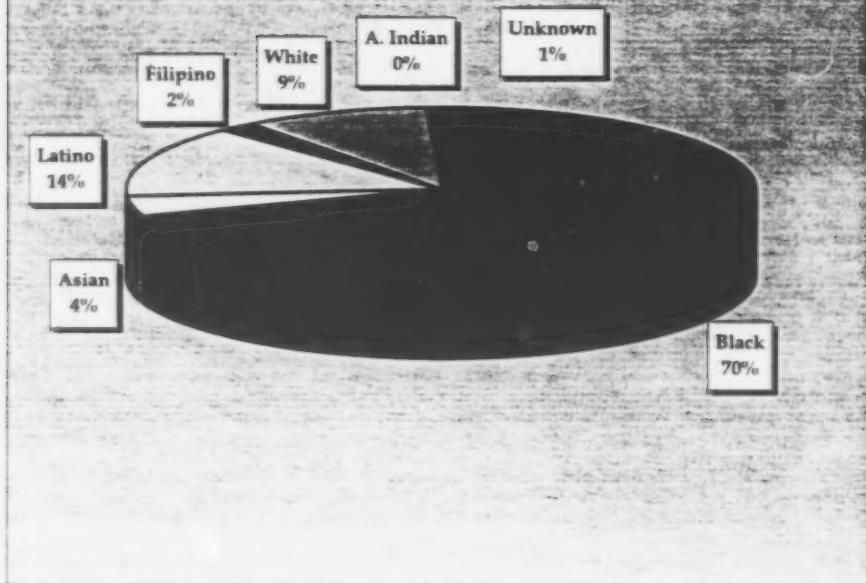
Male	60
Female	53
Unknown	10

Full Time Classified Employees By Race/Ethnicity

There are 107 full-time and 13 part-time classified employees at Compton Community College. In reference to race/ethnicity, 70% (74) of the employees are Black, followed by Latinos at 14% (15), Whites and Asians are 9% (10) and 4% (4) respectively.

source: **Management Information Systems, 1995, Compton Community College.**

**Full Time Classified Employees By Race/Ethnicity
Fall 1995**



Full-Time Classified Employees By Race/Ethnicity, Fall 1995

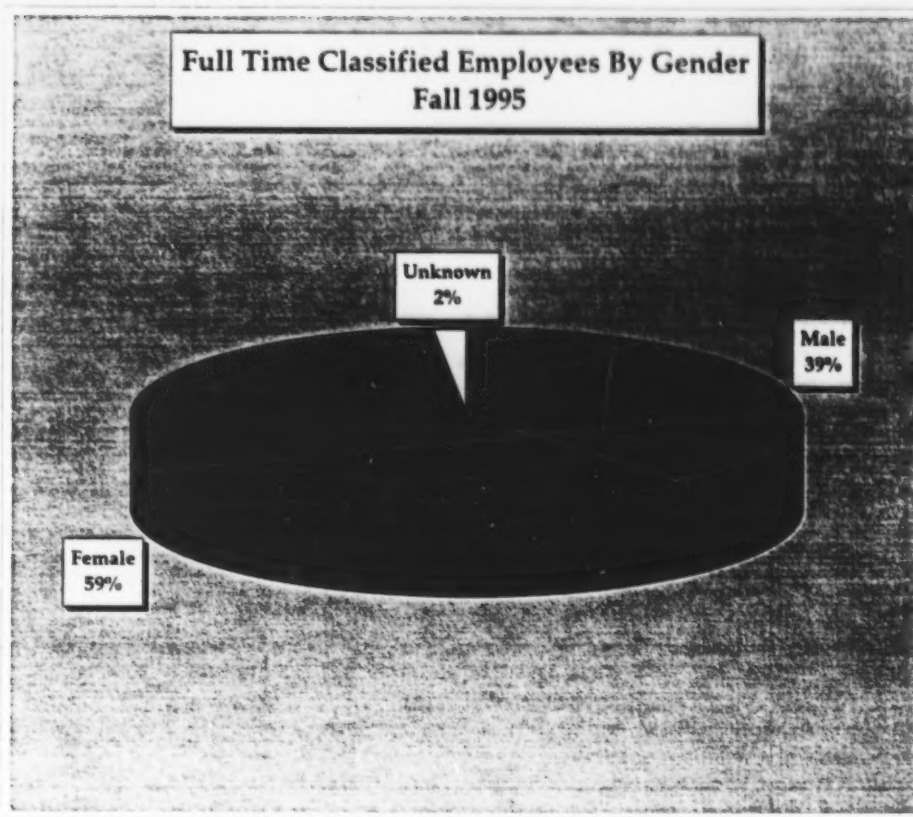
A. Indian	0
Black	74
Asian	4
Latino	15
Filipino	2
White	10
Unknown	1

Full Time Classified Employees By Gender

Of the 107 full time classified employees, 39% (47) are males and 59% (71) are females. Thus, Compton College is female majority in the classified ranks unlike with certificated, were 57% are males and 43% are females (See Table on Full Time Faculty By Gender).

Female majority in classified is also tied into race/ethnicity, were Blacks are majority, however, female majority within classified is better understood when comparing to the student body population. Black female students outnumber Black males, Latinos and Latinas almost in a 2 to 1 ratio (See Table on Gender and Ethnicity for Students). Females simultaneously outnumber men by 24 employment slots within classified.

source: **Management Information System, 1995, Compton
Community College.**



Full Time Classified Employees By Gender, Fall 1995

Male	47
Female	71
Unknown	2

General Fund Revenues By Sources Adopted Budget 1995/96

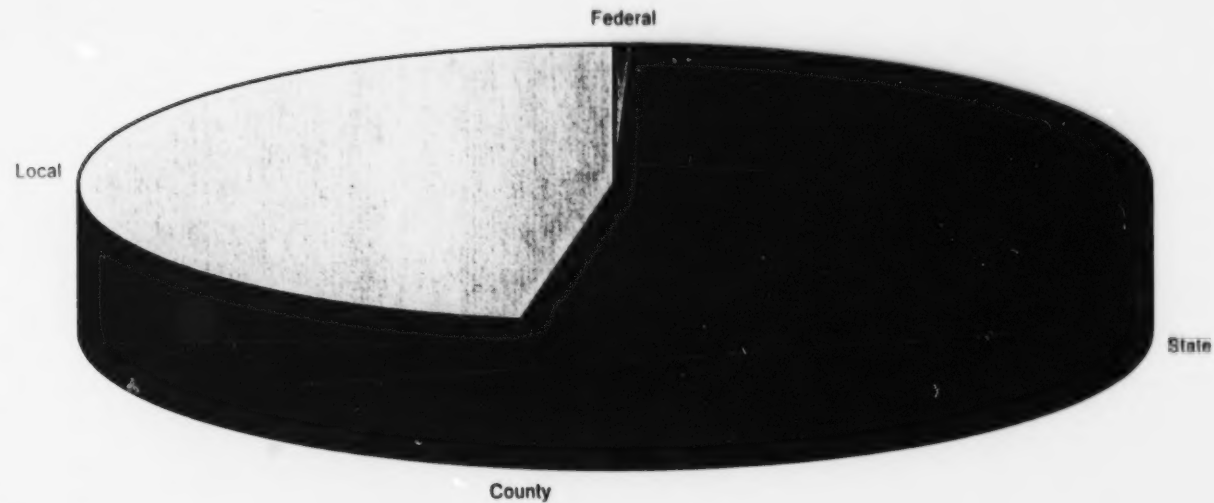
According to the Compton Community College Budget Manual, 199/96, 52% of the general fund for Compton College comes from the state legislature based on full-time equivalent student units generated during the academic year. The largest category of state funding is General Apportionment..

The second largest source of revenue for Compton College is local funding. Local funding comprises 47% of total funding, Secured Tax Roll being the largest source of revenue followed by other tax sources.

Federal funding only comprises 1% of total funding, the majority within Pell grants and other student services.

source: **Compton Community College, 1995/96 Adopted Budget,
1995, Compton College.**

**General Fund Revenues By Sources,
Adopted Budget 1995/96**



General Fund Revenues By Sources 1995-96

Federal	75,000
State	6,478,983
County	0
Local	5,836,208
Total	12,390,191

General Fund Expenditures Adopted Budget 1995/96

General Fund expenditures for 1995/96 are concentrated mainly within certificated and classified salaries. Certificated salaries comprise 41% of general fund expenditures, followed by classified salaries at 26%. In addition, employee benefits account for 16% of general fund expenditures, thus 83% of expenditures are related to salaries and benefits only.

The next largest group of substantial expenditures is operating expenses at 12%, followed by supplies and materials and other outgoing expenses at 3% and 1% respectively.

Operating expenditures experienced a 3% reduction from last year, while employee benefits increased by 2%.

source:

**Compton Community College, 1995/96 Adopted Budget,
1995, Compton College.**

General Fund Expenditures, Fiscal Year 1995/96

Certificated Salaries	41%	4,768,566
Classified Salaries	27%	3,157,263
Employee Benefits	16%	1,786,866
Supplies and Materials	3%	324,971
Other Operating Exp.	12%	1,365,187
Capital Outlay	1%	116,283
Total Expenditures		11,519,136
Other Outgoing		296,240
Contingency Reserve		600,000
U.S. Dept. of Education		70,000
Ending Balance		921,826
Grand Total		13,407,202

General Fund Expenditures **Fiscal Year 1995/96**

